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ABSTRACT

This monograph examines the state of higher education in Turkey. Thirteen chapters cover: (1) "General Information on Turkey"; (2) "The Historical Development of Higher Education"; (3) "Administrative Structure"; (4) "The Teaching Staff"; (5) "Access to Higher Education"; (6) "Content and Organization of Course Programmes"; (7) "Diplomas and Degrees"; (8) "Higher Education for Foreign Students"; (9) "University-Level Distance Education in Turkey"; (10) "Research Activities and Libraries"; (11) "Costs and Services"; and (12) "Appendices," which include a list of universities and programs offering instruction in English, course programs constituting the eight recognized broad fields of study, and addresses and telephone numbers of universities and higher education administrative bodies; and (13) "Index." (MDM)

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HIGHER EDUCATION IN TURKEY

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PREFACE

The publication of this study on the higher education system of Turkey marks the appearance of the seventeenth volume in the CEPES monograph series on higher education in the different countries of the Europe region, a project which has been underway since 1981.

The Turkish system of higher education is very interesting. It is a new system, only recently established, in a country which nevertheless has an old civilization and a long tradition of higher learning. Although secular higher education can trace its origins back to 1773 with the founding of the **Hendesehane** (the Military Engineering School) and to 1863, with the founding of the Darülfünun, the predecessor institution of the University of Istanbul, the creation of an integrated secular education system, including a higher education sector, was the fruit of the Turkish Republic, proclaimed in 1923, and of the will of Atatürk, its founder and first president, to give Turkey modern and secular European institutions in all domains.

Until after the Second World War higher education in Turkey was not entirely organized as a coherent system, for up until then, the country had only a scattering of higher education institutions. Moreover, the bulk of the educational reforms had been directed at elementary and secondary education. Yet with time, particularly after 1946, and with the economic and social evolution of Turkey, a system of general and specialized institutions covering the whole country came into being. It included the country's first university, the Darülfünun (renamed and transformed into the University of Istanbul in 1933), the few professional academies that existed before World War II, and eventually, the well-known American institution, Robert College of Istanbul, now Boğaziçi University.

The steps in the systematization of Turkish higher education are marked by succeeding higher education laws passed in 1933, 1946, 1973, and 1981. The most recent law, that of 1981, has confirmed the marked trend in favour of the tight centralized control of the higher education system with regard to finances; the selection, assignment, and promotion of academic staff members; the elaboration of curricula and the distribution of course offerings; and the recruitment and selection of students; all within the context of academic freedom.

Although the primary objective of this study is to present and to describe contemporary Turkish higher education, the authors have nevertheless included an ample historical overview which traces both the religious roots of Turkish higher education in the context of Islamic higher learning and the attempts, beginning at the end of the eighteenth century, to create secular institutions culminating in the complete secularization of education in Turkey at all levels.

Other chapters deal with the administrative structure of the system, the recruitment and the promotion of the teaching and the research staffs, and the selection of the students. Of particular interest is a detailed examination of the national system for the recruitement of students and their assignment to individual institutions and areas of study. One of the requirements for success in the recruitment process is a high score on a two-step national university studies selection test. A variant of the procedure described is used to select and to place foreign students. Other chapters detail the structure and the content of course programmes, the qualifications to be met for the award of different categories of degrees, and the living conditions of students. The new Turkish Open Education Faculty, the network of which covers the whole country, is also described.

The text is complemented by fourteen tables, three figures, including a map showing the locations of universities and affiliated higher education institutions, a listing of curricula and of course programmes conducted wholly or partialy in foreign languages, and an address list of the various universities and higher education bodies and an index.

Both the specialist and the lay reader will find this monograph very informative. In addition to giving specific information about higher education in Turkey, it illustrates how a modern higher education system can be successfully grafted onto a traditional society as part of a deliberate effort to transform and to modernize it.

Carin Berg
Director, CEPES

Figure 1

Locations of Universities and Affiliated Higher Education Institutions in Turkey

Note: Provincial centers other than those where universities are located show the sites of affiliated higher education institutions. See: Table 2.

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1. GENERAL INFORMATION ON TURKEY

Turkey is situated between the Black Sea and the Mediterranean like a bridge linking Europe and Asia. It has an area of 780,576 square kilometres of which approximately 97 percent (Anatolia) lies in Asia and 3 percent (Thrace), in Europe. Turkey is a highland country with an average altitude of over 1000 meters. The climate in inland and eastern Anatolia is rather severe; cold in the winter and hot and dry in the summer, while the coastal regions have rather mild climatic conditions.

After the collapse of the Ottoman Empire at the end of the First World War, the modern Republic of Turkey was founded in 1923 following the War of Independence led by Mustafa Kemal (Atatürk) against the occupation forces of the Allied Powers. Sweeping reforms were introduced to modernize the traditional aspects of society and its archaic institutions. Some of the most prominent of these reforms were the abolition of the Sultanate and the Caliphate and the suppression of the religious courts and schools, the prohibition of poligamy, and the adoption of laicism, the European legal system, the Latin alphabet, the Western calendar, and the metric system.

Turkey was ruled, for the most part, by means of a one-party system until 1945. Following the Second World War, Turkey joined the United Nations as a founding member and inaugurated an era of political pluralism. Although there were some interruptions in the democratic regime due to internal instabilities (1960, 1971, 1980), the political system of the country today is secular and democratic, based on pluralism, free elections, and constitutionally guaranteed rights and freedoms, with limitations on extremist political actions and organizations.

The government consists of a unicameral legislature of 450 deputies, a cabinet headed by a prime minister, and a president of the republic. A Constitutional Court makes rulings on the constitutionality of the laws, and a Council of State has the power of judicial review with regard to the decisions and the decrees of the executive and the public organizations. The structure of the state is unitary and centralized. There are 73 provinces or prefectures, and the capital city is Ankara. Turkey has long been a member of NATO and has recently applied for full membership in the European Community.

Some of the basic data concerning the population are as follows (all figures drawn from the 1990 census results). The total population is 56,9 million of which 59 percent live in provincial centers and towns and 41 percent, in rural districts and villages. The annual rate of population increase is around 2.4 percent. The 0-14 age group constitutes 35.8 percent of the population (20.4 million).

In the structure of the economy, the proportion of the GNP represented by the agri-

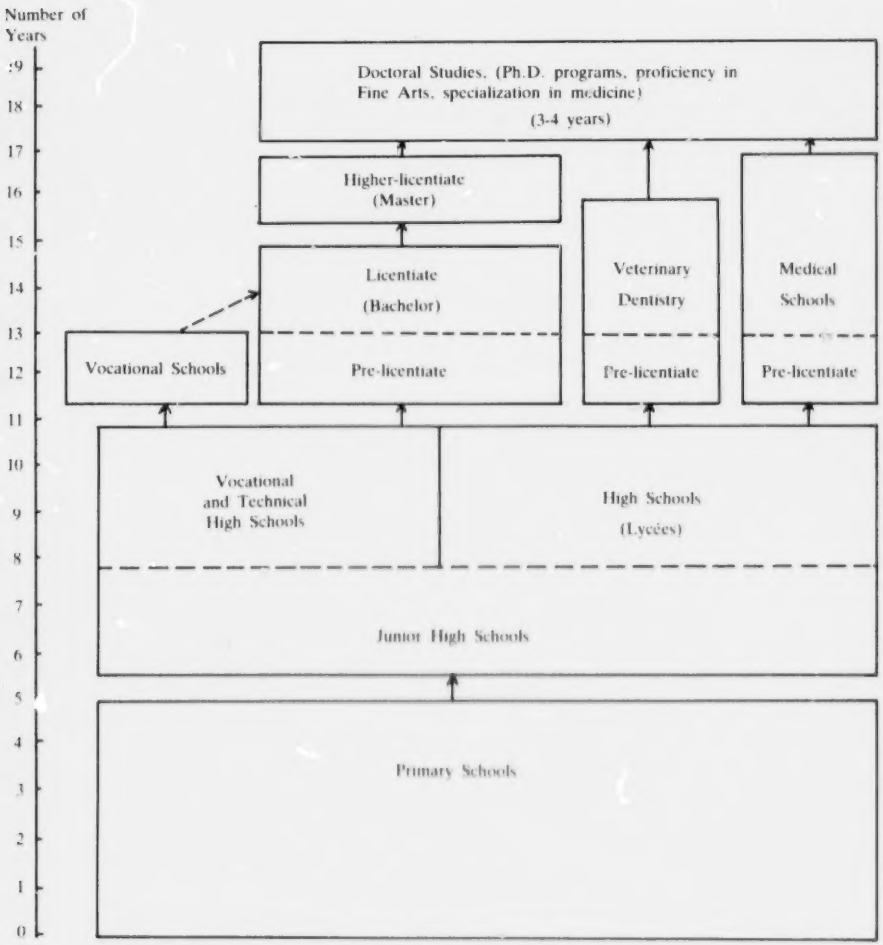
cultural sector is 16.4 percent; that of industry, 32.7 percent, and that of services, 50.8 percent. The estimated growth rate for 1990 is 10.3. Turkey imports mostly raw materials and capital goods (around 67 percent and 33 percent respectively). In terms of exports, the proportion represented by industrial products has been rising steadly and is presently approaching 78 percent.

In the domain of education, considerable progress has been made since the founding of the Republic of Turkey. The general literacy rate is around 78 percent: 68 percent for women and 86 percent for men. Primary education is compulsory for all citizens and is free of charge in state schools. The bulk of the primary and secondary schools are public institutions in which no tuition fees are charged. (For the general structure of the Turkish education system see Figure 2).

Turkey has been home to many civilizations, from the Hittites to the Greeks, the Romans, the Byzantine-Greeks, and the Turks. There are many historical and archeological sites and monuments in almost all parts of the country.

Figure 2

General Structure of the Turkish Education System



N.B. Graduates of all types of high schools may have access to all types of undergraduate programs.

2. THE HISTORICAL DEVELOPMENT OF HIGHER EDUCATION

2.1. Seljuk and Ottoman Origins

The history of Turkish higher education is closely linked to the history of the Turks and of the states which they established centuries ago. The forerunners of higher education institutions were the Muslim theological schools called **medresses**, founded during the period of the Seljuks (1071-1299), after their acceptance of Islam. The most important of these institutions was the **Baghdad Nizamiye Medresse** in which theology, philosophy, logic, mathematics, history, law, and languages were the principal subjects studied. Although these institutions were oriented primarily towards theology, they were the first organized educational units.

The **medresse** continued to be the primary higher education institution during the period of the Ottoman State (1299-1920). These institutions played a very significant role in the consolidation of the State which was strictly based on the principles of Islam. The first **Ottoman medresse** was **Iznik Orhaniyesi,** established in 1331, and the most famous of them were **Fatih, Hagia Sophia,** and the **Süleymaniye.** There were two kinds of **medresses,** a general type and a specialized type. The first type offered instruction in the principles of Islam, Islamic law, Arabic, mathematics, geometry, history, and geography. The second type offered programmes leading to the acquisition of special knowledge and skills, medicine, for instance. The duration of the programmes varied, because the main method of instruction was the reading of chosen material for the specific field. The personal competence of the student was the only criterion for success. Beginning in the sixteenth century, the **medresse** system began to fall into disrepute as the result of bribery and preferential treatment. In the first decades of the twentieth century, partial reforms were made in the **medresse** system, but they proved to be ineffective because these schools were so deeply imbued with the scholastic mentality of the Middle Ages.

During the Ottoman period, especially during the fifteenth and sixteenth centuries, some schools for the training of military personnel and civil servants were also established, but they were organized along traditional lines and used old methods of teaching and training. After a series of military defeats, the rulers of the Ottoman State in the second half of the eighteenth century decided to introduce certain reforms. The establishment of military schools was the first step to be taken in the field of education. The Military Engineering School, then called the **Hendesehane,** which was founded in 1773, was the first institution of its kind to be organized along modern lines.

2.2. Nineteenth Century Reforms

The idea of making reforms, particularly educational reforms, was even more on the

agenda in the nineteenth century. The idea of setting up a modern, secular university, free of religious influences and traditions, began to develop in 1845. The first and only university of the Ottoman State, known as the Darülfünun, was established in 1863 in Istanbul. It was closed and re-opened several times during the remainder of the Ottoman period. Its main departments covered the sciences, letters, law, and medicine. The department of theological sciences was added later.

The other innovation of the same period was the founding of vocational and technical schools, the most important of these being the teacher training schools. Although these initiatives were not thoroughly planned, they constituted significant steps in the development of education in general and of higher education in particular.

In the development of higher education in Turkey, foreign schools and scholars have played a significant role. During the Ottoman period, particularly during the second half of the nineteenth century, some institutions of higher education were established on Ottoman territory by American and French missionaries and private groups. The most prominent institutions were the American College in Istanbul (later known as Robert College) and American University in Beirut. The French St. Joseph University in Beirut should also be mentioned. After the founding of the Republic of Turkey, Robert College continued as an American institution until 1971 when it was transferred to the Turkish authorities and later became Boğaziçi University. Foreign scholars and educators have also contributed to the modernization of Turkish higher education institutions. In this connection, the work of a relatively large number of German scholars, who came to Turkey to escape Hitler's regime, should be cited.

2.3. The Turkish Republic and Higher Education

The education policy objectives of Republican Turkey were established during the National Liberation War (1919-1923). The Educational Council Meeting held in July 1921 in Ankara with the participation of more than 250 teachers was a milestone in outlining the educational policy of the young Republic. The task of creating a **national, democratic,** and **secular** education system was put forward by the Council.

When the Republic was founded in 1923, a **medresse**-secular school dualism still prevailed in the education system. To eliminate this dualism, radical legislative measures were aimed at re-organizing the entire system of education. All institutions (**medresses,** dervish convents, etc.), the principles of which were contrary to those of laicism, were abolished by special laws, and nearly all schools were integrated into the structure of the Ministry of Education (1924). Thus, the religious principles which were basic characteristics of the Ottoman educational system were completely abandoned.

After use of the Latin alphabet was made mandatory in 1928, the raising of the literacy rate of the population was put forward as a national task. A nationwide literacy campaign took place between 1929 and 1934. National Schools **(Millet Mektepleri)** were opened all over the country. Attendance at these schools for the 15-45-year-old age group of the population was made mandatory. As a result, 1.2 million persons learned to read and write. Another step was the establishment of the Turkish Language Society aimed at developing the Turkish language. The Turkish Historical Society was founded to conduct scientific research and to produce publications on Turkish history.

Although the Turkish Republic inherited a few specialized higher education institutions, the School of Engineering and the School for Civil Servants **(Mülkiye Mektebi)**, the only full university, was the Darülfünun. This institution was greatly criticized for its negative attitude towards the reforms. The need to re-organize it paved the way for the

1933 restructuring of the higher education system. The Darülfünun was then renamed Istanbul University. Such words as "university", "faculty", "rector", "dean" were for the first time included in literature concerning higher education in Turkey.

In 1937, with a view to speeding up the reform programme in the country, three cultural centers were envisaged. The Republic would maintain a modern higher education institution in Istanbul for Western Turkey. Ankara University would be established as soon as possible to serve central Anatolia. In Eastern Turkey, a university would be created in the city of Van.

While the University of Istanbul was being reformed, several new independent faculties were established in Ankara, the new capital of the Republic. When these faculties were unified in 1946 to form Ankara University, the task laid down in 1937 was partially accomplished. Also during the same period, the Higher School of Engineering in Istanbul was accorded university status in 1944, taking the name of Istanbul Technical University.

The 1933 reform of Istanbul University marked a clear advance over its previous archaic state, thus contributing to the betterment of the quality of academic personnel and standards. By the end of the Second World War, however, political and socio-economic changes in the country put the universities once again on the national agenda. Thus, inspired by democratic trends and demands for academic freedom and administrative autonomy, a new Law for Universities was drafted and went into effect in 1946 (Law No. 4936).

The most significant aspect of this Law was that it placed the universities and faculties under the authority of such administrators and administrative organs as rectors, deans, university senates, faculty councils, etc., to be directly elected by the staff members concerned. Also, the selection and the promotion of the academic staff were left to academic juries.

From 1946 onwards, new universities, faculties, higher education institutions, and academies were established in different regions of Turkey (See Table 1 and 2, and Figure 1) in response to the increasing demand for higher education. The growth in the student population also led the authorities to search for new models. In 1959, the schools of economics and commercial sciences in some of the big cities (Ankara, Eskişehir, Istanbul, and Izmir) were transformed into academies. These academies, which had a different administrative structure than that of the universities, were independent higher education institutions. In 1969, with the setting up of schools of engineering and architecture on the academy model, the State Academies of Architecture and Engineering came into being.

Another consequence of the increasing demand for higher education was the founding after 1965 of private higher education institutions. By 1971, 44 such institutions had been created. However, they were closed down by a decision of the Constitutional Court, for according to it, only the state can found universities. The private higher education institutions were considered to be disguised university-type institutions. During the same period, problems concerning access to higher education began to be discussed. In 1964, for the first time, students were admitted to some of the institutions of higher education on the basis of the results of a centrally organized selection examination. Later on, in 1974, the Interuniversity Student Selection and Placement Center was established to ensure the objective selection and placement of students for all universities and for some other higher education institutions.

During the 1974-1975 academic year, higher education level correspondence courses were created for those who were not able to gain places in higher education institutions.

In 1973, Law No. 1750, a new University Law, came into force instituting a governing

Table 1

Higher Education Institutions, Student Enrollments, Graduates, and Teaching Staff by Academic Year and by Sex

Academic Years	Higher Education Institutions		Student Enrollment			Graduates			Teaching Staff		
	Universities	Faculties and Others	Male	Female	Total	Male	Female	Total	Male	Female	Total
1923-1924	1	9	2629	285	2914	–	–	321	307	–	307
1933-1934	1	17	5005	846	5851	622	138	760	533	41	574
1943-1944	1	26	14551	3742	18293	1420	439	1859	1146	257	1403
1953-1954	3	34	19090	4219	23309	2277	597	2874	1773	353	2126
1963-1964	7	83	61791	15490	77281	6114	1874	7988	3451	917	4368
1973-1974	10	166	141661	35620	177281	20006	5296	25302	8778	2995	11773
1979-1980	16	347	203500	66778	270278	52542	15915	68457	15579	5120	20699
1980-1981	19	321	175558	61811	237369	23319	8522	31841	15605	5312	20917
1981-1982	19	334	174345	66058	240403	29454	11363	40817	16440	5783	22223
1982-1983	27	273	197962	83577	281539	24126	11018	35144	15975	5839	21814
1983-1984	27	286	213650	108670	322320	27086	12794	39880	14468	5865	20333
1984-1985	27	302	273028	125157	398185	29201	14663	43864	15413	6536	21949
1985-1986	27	310	303932	145482	449414	37700	20148	57848	16018	6950	22968
1986-1987	28	322	320624	160976	481600	44184	24376	68560	16797	7585	24382
1987-1988	29	335	327405	167776	495181	45964	26186	72150	18181	8430	26611
1988-1989	29	360	363570	188148	551718	46259	27335	73594	19178	8936	28114
1989-1990	29	378	419902	215927	635829	–	–	–	21162	10028	31190

Source : The figures for the 1923-1983 period were taken from the publications of the Directorate (Later State Institute) of Statistics. The Data for 1983-1990 were collected by OSYM.

Note : Students in the Open-Education programmes are included in the figures beginning with the 1982-1983 academic year. For the student enrollment in the Open-Education programmes, see Chapter 8.

Table 2

Names, Locations, Dates of Foundation, and Teaching Languages in the Universities: 1989-1990 Academic Year

Name of University	Location	Date of Foundation	Teaching Language*	Number of Faculties	Number of Vocational Sch.	Number of Higher Sch.	Number of Graduate Sch.	Number and Location of Units Located in Provinces other than that of the Administrative Center of the University
Akdeniz U.	Antalya	1982	Turkish	3	3	3	2	Burdur 2, Isparta 2
Anadolu U.	Eskişehir	1973	Turkish	9	5	2	4	Kütahya 2, Afyon 3, Bilecik 1
Ankara U.	Ankara	1946	Turkish	11	5	2	5	Çankırı 1, Kastamonu 1, Kırıkkale 1
Atatürk U.	Erzurum	1957	Turkish	10	2	3	4	Ağrı 1, Kars 1, Erzincan 3
Bilkent U.	Ankara	1986	English	5	1	1	4	
Boğaziçi U.	İstanbul	1971	English	4	1	1	6	
Cumhuriyet U.	Sivas	1974	Turkish	4	4	1	3	Tokat 3
Çukurova U.	Adana	1973	Turkish	6	5	4	3	Hatay 3, Mersin 2
Dicle U.	Diyarbakır	1973	Turkish	7	4	2	3	Siirt 2, Şanlıurfa 2, Mardin 1
D. Eylül U.	İzmir	1982	Turkish	10	5	7	5	Manisa 2, Denizli 4, Muğla 2, Aydın 1
Ege U.	İzmir	1955	Turkish	7	5	5	5	Manisa 1, Uşak 1
Erciyes U.	Kayseri	1978	Turkish	5	3	1	3	Nevşehir 1, Yozgat 1
Fırat U.	Elâzığ	1975	Turkish	5	4	1	3	Bingol 1, Tunceli 1, Muş 1
Gazi U.	Ankara	1982	Turkish	10	8	5	4	Bolu 3, Kastamonu 1, Kırşehir 2, Yozgat 1
Gaziantep U.	Gaziantep	1987	Turkish	4	3	1	1	Şanlıurfa 1, K.Maraş 2
Hacettepe U.	Ankara	1967	Turkish	11	4	9	8	Zonguldak 4

* See Appendix 12.1

Table 2 *(continued)*

Name of University	Location	Date of Foundation	Teaching Language	Number of Faculties	Number of Vocational Sch.	Number of Higher Sch.	Number of Graduate Sch.	Number and Location of Units Located in Provinces other than that of the Administrative Center of the University
İnönü U.	Malatya	1975	Turkish	5	3	–	2	Adıyaman 1
İstanbul U.	İstanbul	1933	Turkish	13	4	4	8	
ITU	İstanbul	1944	Turkish	11	2	2	3	Sakarya 2, Bolu 1
KTU	Trabzon	1955	Turkish	6	7	3	3	Giresun 2, Gümüşhane 1, Ordu 1, Rize 1, Artvin 1
Marmara U.	İstanbul	1982	Turkish	10	2	2	5	
ODTU	Ankara	1959	English	5	–	–	3	
M.Sinan U.	İstanbul	1982	Turkish	3	1	1	2	
O.Mayıs U.	Samsun	1975	Turkish	5	3	3	3	Amasya 2, Çorum 1, Sinop 1
Selçuk U.	Konya	1975	Turkish	11	10	1	3	Aksaray 1, Niğde 3, Karaman 1
Trakya U.	Edirne	1982	Turkish	4	7	2	3	Tekirdağ 3, Çanakkale 2, Kırklareli 1
Uludağ U.	Bursa	1975	Turkish	10	3	2	3	Balıkesir 4
Yıldız U.	İstanbul	1982	Turkish	4	2	–	2	Kocaeli 2
Yüzüncü Yıl U.	Van	1982	Turkish	3	2	1	2	Hakkari 1, Bitlis 1

body for the universities, the Higher Education Council. In 1975, the Constitutional Court ruled that the composition and powers of this Council were in conflict with the principles of the academic and administrative autonomy of the universities, thus voiding this part of the law.

During the 1970's, the Turkish higher education system was the target of much criticism. The need to reform the system having been recognized, a new Higher Education Law (Law No. 2547) went into effect on 6 November 1981. A notable feature of the new Higher Education Law was that it incorporated such higher education institutions as teacher training schools and institutes of education, which had previously been affiliated with the Ministry of National Education, into the same system, along with the universities. The details of this system, which is currently in operation, will be dealt with in the appropriate chapters.

These renovations in the Turkish higher education system were to find expression in the new Constitution of the Republic of Turkey which went into effect in November 1982.

In fact, the 1961 Constitution was the first Turkish constitution to include an article concerning higher education institutions and the concept of university autonomy. The first paragraph of article 120 of the 1961 Constitution reads as follows:

> Universities are only established by the State and by law. Universities are public corporations having autonomy with regard to teaching and administration.

The Constitution of 1982 mandates the establishment and the objectives of the higher education institutions (Article 130) in the following terms:

> For the purpose of training manpower under a system of contemporary education and training principles and [of] meeting the needs of the nation and the country, universities comprising several units will be established by the State and by Law as public corporations having autonomy in teaching, assigned to educate [and to] train at different levels [beyond] secondary education and [to] conduct research, to act as consultants, to issue publications, and to serve the country and humanity. Institutions of higher education, under the supervision and control of the State, can be established by foundations in accordance with procedures and principles set forth in the law provided that they do not pursue lucrative aims. The law shall provide for a balanced geographical distribution of universities throughout the country.*

Thus, since 1981, the system of higher education has undergone a great many changes. In the following chapters, various aspects of the current system are explained.

* For the current list and geographical locations of the universities and some additional information, see Table 2 and Figure 1. For the addresses of the Universities, See Appendix 12.4.

3. ADMINISTRATIVE STRUCTURE

3.1. Overall Structure of the Education System

The overall structure and organization of the education system of Turkey is portrayed in Figure 2.

Today, higher education institutions in Turkey fall into three categories: the universities; military and police colleges and academies; and vocational schools affiliated with ministries. Currently, there are three vocational schools of the latter type attached to the Ministry of Health. These schools, the military colleges, and the Police Academy are not covered by this monograph* which deals exclusively with the university system, it encompassing the bulk of the higher education institutions in Turkey.

3.2. The Structure of the Higher Education System

The university-based higher education system is organized at two levels: at individual university level and at the level of the various planning and supervisory bodies.

The general structure of this system is presented in Figure 3. As indicated there the higher bodies consist of the Higher Education Council (Turkish acronym: **YÖK**) and of two important affiliated organizations, namely the Higher Education Supervisory Board and the Student Selection and Placement Center (**ÖSYM**). There is also a Turkish University Rectors Committee and an Interuniversity Board, but these have only advisory functions. The rectors currently in office and five former rectors make up the memberships of the Turkish Rectors' Committee. The President of the Higher Education Council serves as its president.

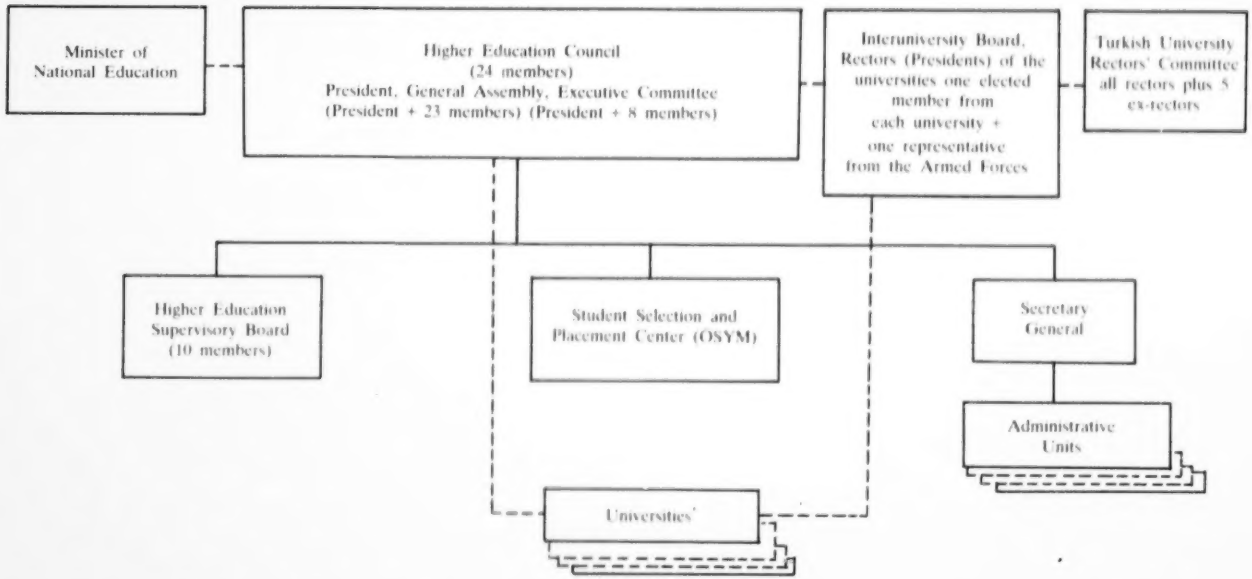
3.2.1. The Higher Education Council

> According to the Constitution of 1982,
>
> The Higher Education Council shall be established, to plan, organize, administer, and supervise the education provided by institutions of higher education, to orient the activities of teaching, education, and scientific research, to ensure the establishment and the development of these institutions in conformity with the objectives and principles set forth by law, to ensure the effective use of the resources alloted to the universities, and to plan the training of the teaching staff (art. 131).

* These schools are the War College for Ground Forces (Ankara), the Air Force College (Istanbul), the Naval College (Istanbul), the Military Faculty of Medicine, the Military Vocational School for Nurses, and the Police Academy (all in Ankara). The Police Academy is attached to the Ministry of the Interior and the military schools to the general staff.

Figure 3

Structure of the Higher Education System


Minister of National Education
Higher Education Council (24 members) President, General Assembly, Executive Committee (President + 23 members) (President + 8 members)
Interuniversity Board, Rectors (Presidents) of the universities one elected member from each university + one representative from the Armed Forces
Turkish University Rectors' Committee all rectors plus 5 ex-rectors
Higher Education Supervisory Board (10 members)
Student Selection and Placement Center (OSYM)
Secretary General
Administrative Units
Universities*

* Currently there are 29 universities in 19 cities; 28 of them are state universities. The list of the universities is given in Table 2.

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The Higher Education Council is composed of members appointed by the President of the Republic from among candidates who are nominated by the Council of Ministers, the Chief of the General Staff, and the Interuniversity Board in accordance with the numbers of posts to be filled, the qualifications desired, and the procedure prescribed by law, priority being given to those who have served successfully as Faculty members or as Rectors and of members directly appointed by the President of the Republic.

"The organization, functions, authority, responsibility, and operating principles of the Council shall be regulated by law" (Constitution, art. 131).

The Higher Education Council was established on 23 December 1981 in accordance with the provisions of the Higher Education Law. This law has been amended several times, and the structure of the Higher Education Council has been modified. Presently, the Council is composed of 24 members who are chosen as follows: 7 members by the President of the Republic; 7 members by the Council of Ministers; 1 member by the General Staff; 2 members by the Ministry of Education; and 7 members by the Interuniversity Board from among the non-Board-member university professors. The term of office is four years. The President of the Republic confirms the appointments of all members.

The President of the Higher Education Council is selected and appointed by the President of the Republic from among its members for a period of four years.

An Executive Committee of the Higher Education Council consisting of 8 members and presided by the Council's President also exists. Seven members of the Executive Committee are elected by the General Assembly from among its members, and one is selected by the President of the Council.

The members of the Executive Committee work on a full-time basis, while the remaining members of the Council only attend the meetings of the General Assembly.

The main functions of the Higher Education Council are the following:

- to prepare short- and long-term plans for the establishment and the improvement of institutions of higher education;
- to design programmes and to provide facilities for the training of junior academic staff members, and to make sure that the resources allocated for higher education are used efficiently;
- to encourage and to promote constant and harmonious co-operation among the universities;
- to prepare guidelines for the rate of growth of the universities which are compatible with the capacity of the latter at maximum efficiency;
- to convey proposals for plans regarding the establishment of new universities to the Minister of Education for proposal to the Council of Ministers and to the Parliament;
- to take decisions, bearing in mind proposals made by the universities, for the establishment, the amalgamation, and the closure of departments, research centres, and similar academic units;
- to establish a balanced ratio of the number of posts for senior faculty members in the universities, taking into consideration the number of students, curricular and departmental needs, research, and other related matters;
- to determine the enrollment capacities of universities, setting down general principles regarding admissions;
- to co-ordinate research activities undertaken by the universities;
- to convey to the Minister of Education, for proposal to the Council of Ministers and the Parliament, recommendations for the annual higher education budget, taking into consideration the budgetary proposals made by the universities;

- to take measures to ensure equality of opportunity among and within the universities;
- to appoint full professors, taking into consideration the recommendations of the universities concerned;
- to propose four candidates to the President of the Republic for each vacant rectorate;
- to initiate and to take final action with regard to disciplinary procedures concerning rectors; to remove from higher education institutions those members of the teaching staff who have proved inadequate in fulfulling their duties or have acted in ways contrary to the objectives, the main principles, and the envisaged order of higher education;
- to appoint deans of faculties, taking into consideration the recommendations of the rectors;
- to specify, taking into consideration the recommendations of the Interuniversity Board, the principles concerning the minimum numbers of hours and the duration of instruction for courses in the curricula of institutions of higher education;
- to make regulations concerning the horizontal and the vertical transfer of students from one university to another;
- to propose to the Council of Ministers the levels of tuition fees for an academic year.

As can be seen from these functions, the Higher Education Council is a co-ordinating, planning, supervisory, and policy-making body for higher education. As institutions of higher education, the universities, which have their own governing bodies, can make their own curricular by-laws. On the basis of guidelines prepared by the Higher Education Council, the individual institutions are free to determine their academic standards and policies.

3.2.2. The Higher Education Supervisory Board

On behalf of the Higher Education Council, the Higher Education Supervisory Board supervises and controls the universities, the units attached to them, and the teaching staffs and their activities. The Board consists of five professors nominated by the Higher Education Council; three members who are selected and appointed by the Council from among nine candidates proposed in equal numbers by the Court of Cassation, the Council of State, and the Court of Accounts; and two members, one selected by the General Staff, and the other by the Ministry of Education.

3.2.3. The Student Selection and Placement Center

The Student Selection and Placement Center (ÖSYM), which was established in 1974 and affiliated to the Higher Education Council in 1981, is primarily concerned with the selection and the placement of students in higher education programmes. In addition to this main duty, ÖSYM also offers services to higher education institutions for the administering of examinations which are either interuniversity in nature or are being held on a large scale. Another group of activities of ÖSYM is the collection and the processing of statistical information concerning the teaching staff and the students of higher education institutions. ÖSYM also prepares and conducts examinations for the recruitment and the promotion of personnel in public organizations.

The President of ÖSYM is appointed by the President of the Higher Education Council and is responsible for the administration of the Center. The President presides over the Executive and the Advisory Committees.

3.2.4. The Interuniversity Board

The Interuniversity Board is primarily concerned with interuniversity academic matters and co-operation. Its membership consists of the rectors of all the universities and their selected representives (one full professor from each university). Chronologically, in order of the year of establishment, the rector of one university serves as the Chairman of the Board for one calendar year. The

Board co-ordinates academic activities and sets down minimum standards to be adopted by the universities as the basis of their own standards. It is also the prerogative of the Board to make regulations and to lay down principles as regards research activities, publications, higher degrees, equivalences of academic titles and of doctoral degrees earned abroad, academic procedures for the promotion of senior faculty members, and minimum requirements for the duration of instruction. The Board also selects seven of the twenty-four members of the Higher Education Council.

3.2.5. The Individual Universities

The organizational structure of the universities is portrayed in Figure 4. All universities are organized along the same lines and are subject to the same basic legislation concerning higher education.

The university is the principal higher education institution. It possesses scientific autonomy and a public legal personality. It is responsible for carrying out high level educational activities, scientific research, and publication. It is made up of faculties, institutes, schools of higher education, conservatories, two-year vocational and teacher training schools, and centers for applied work and research (see Table 3).

A **faculty** is a higher education unit which is responsible for high level education, as well as for scientific research and publications. Units such as departments, schools of higher education, etc., may be affiliated with a faculty.

An **institute** is a higher education unit which is part of a university or of a faculty. It is concerned either with graduate studies, as in the case of a graduate school, or it conducts scientific research and undertakes applied work.

A **school of higher education** is an institution which is mainly concerned with offering instruction directed towards a specific vocation.

Table 3

Existing Types of Higher Education Institutions During the 1989-1990 Academic Year

Types of Institutions	Number of Institutions
Universities	29
Faculties	201
Institutes	105
Schools of Higher Education	61
Conservatories	8
Two-year Vocational Training Schools	108
Centers for Applied Work and Research	15

A **conservatory** is a higher education institution which is concerned with the training of artists in the field of music and the theatre arts.

The **two-year vocational and teacher training school*** is a higher education institution established for the purpose of supporting vocational education and instruction and meeting the practical requirements of various fields.

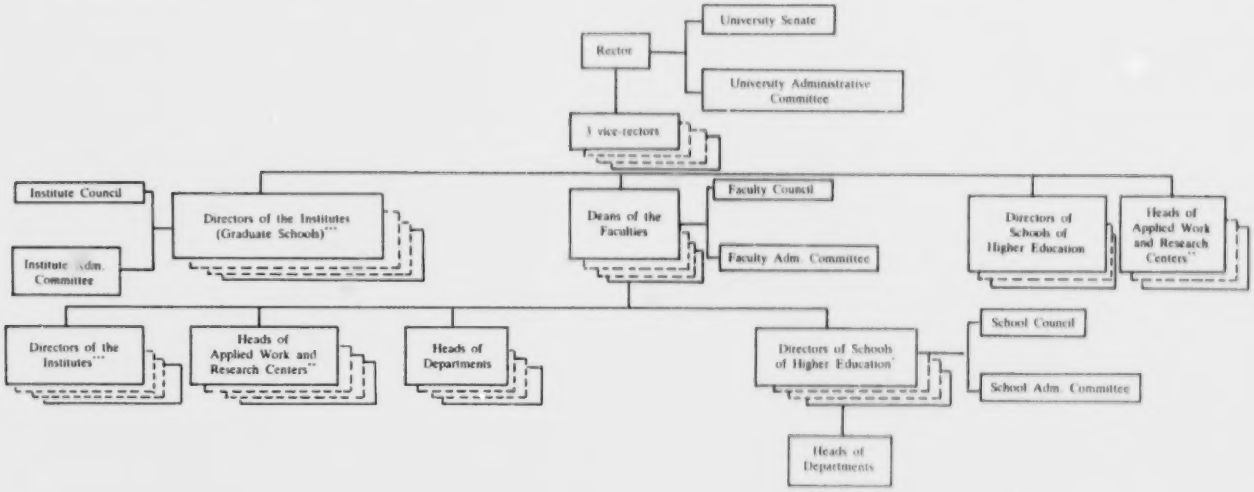
The administrative structure of the institutions of higher education can be briefly described as follows:

The rector; the senate, and the university administrative committee are responsible for the running of the university. The **rector**, who is the representative of the legal personality of the university, is appointed for a period of five years by the President of the Republic from among the four candidates proposed by the Higher Education Council. In order to assist him in carrying out his duties, the rector may choose up to three vice-rectors from among the tenured full professors of the university. The **senate**, under the chairmanship of the rector, is made up of the vice-rectors, the dean of

* In May, 1989, the duration of course programmes in teacher training schools was extended to four years.

Figure 4

Organizational Structure of the Universities



* In general, Schools of Higher Education are affiliated with the Faculties. In some cases, however, such schools may be directly attached to the rectorate of a university.

** Applied work and research centers may be attached to the rectorate or to a faculty.

*** Institutes may also be attached to the rectorate or to faculties. On the other hand, all institutes do not necessarily have graduate education programmes.

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each faculty, a senior teaching staff member elected for a term of three years by each faculty council, and the directors of the institutes and schools of higher education affiliated to the office of the rector. The senate, which is the academic organ of the university, meets at least twice a year, once at the beginning, and once at the end of each academic year. The university academic committee, which is an organ assisting the rector in his administrative duties, consists of the deans and three full professors who are selected by the senate for a period of four years.

The dean, the faculty council, and the faculty administrative committee are responsible for the running of the faculty. The dean is the representative of the faculty and of its affiliated units and is selected by the Higher Education Council from among three full professors nominated by the rector from within or from outside of the given university. In order to assist him in carrying out his duties, the dean may choose up to two vice-deans from among the tenured senior teaching staff members of the faculty. The faculty council, which is an academic organ, is made up of the department heads and directors of schools of higher education, if any, affiliated to the faculty; three full professors elected for a term of three years by the professors of the faculty from among themselves; and two associate professors and one assistant professor elected in the same manner and for the same term. The faculty council usually convenes at the beginning and at the end of each semester. The faculty administrative committee, which is an organ assisting the dean in administrative activities, consists of three full professors, two associate professors, and one assistant professor, all of whom are chosen by the faculty council for a period of three years.

The administration of the institutes is the responsibility of the institute director, the institute council, and the institute administrative committee. The institute director is appointed by the rector for three years upon the proposal of the faculty dean concerned, or directly, by the faculty dean for those institutes attached to his office.

The administration of the schools of higher education is the responsibility of the director, the council, and the administrative committee. The director of a school of higher education is appointed by the rector for a period of three years upon the proposal of the respective faculty dean or directly for those schools attached to his office.

Lastly, the department exists as a unit within a faculty or a school of higher education. It is administered by a department chairman. The chairmen are elected by the heads of the principal academic disciplines represented in a department and are appointed by the deans. Their term in office is three years. They are, in principle, to be elected from among the full professors, but in case there are no full professors in a department, they may be elected from among the associate professors. In the absence of associate professors as well, the chairman is elected from among the assistant professors. In a faculty or in a school of higher education, there cannot be more than one department engaged in the same and/or similar fields of study. Department chairmen are responsible for the conduct of education and research in their departments and for the orderly and productive conduct of all activities concerning them.

4. THE TEACHING STAFF

4.1. Constitutional Provisions

Basic principles with regard to the status of the teaching staffs of the universities are stipulated in the Constitution:

> Universities, members of the teaching staff, and their assistants may freely engage in all kinds of scientific research and publication. However, this shall not include the liberty to engage in activities directed against the existence and independence of the State, and against the integrity and indivisibility of the nation and the country.
>
> Universities and units attached to them are under the control and supervision of the State, and their security is ensured by the State.
>
> The administrative and supervisory organs of the universities and the teaching staff may not for any reason whatsoever be removed from their offices by authorities other than those of the competent organs of the university or by the Higher Education Council.
>
> ...The duties of the teaching staff, their titles, appointments, promotions, and retirement, the relations of the universities and the teaching staff with public institutions and other organizations, ...personnel rights, conditions to be conformed [to] by the teaching staff, the assignment of the teaching staff in accordance with interuniversity requirements, the [pursuit] of training and education in freedom and under guarantee and in accordance with the requirements of contemporary science and technology, ...shall be regulated by law. ...Institutions of higher education established by foundations shall be subject to the provisions set forth in the Constitution for state institutions of higher education, as regards ...academic activities, recruitment of teaching staff, and security, excepting ...financial and administrative matters (art. 130).

4.2. Types and Levels of Staff

According to the provisions of the Higher Education Law, full professors, associate professors, assistant professors, instructors, lecturers, and the ancillary staff (research assistants, translators, educational planners) are all designated as teaching staff.

The senior teaching staff (full, associate, and assistant professors) are mainly concerned with teaching and applied work at undergraduate and graduate levels and for project preparation and seminars in addition to undertaking scientific research and original publication. It is also their duty to set aside certain hours for the advising and the guidance of students. They may also have

administrative duties within their own higher education units.

The title, **assistant professor,** may be granted to those who have acquired a doctoral degree or specialist status in medicine or proficiency in the fine arts and who have passed the required foreign language examination. The latter consists of two translation passages in the major field of the candidate of about 150-200 words each, one from Turkish into a foreign language, and the other from the foreign language into Turkish.

Those two have gained a doctoral degree or specialist status in medicine or proficiency in the fine arts, who have undertaken original scientific research and publication, and who have passed a foreign language examination, may take a further examination which consists of a number of oral tests and, if necessary, a practical and applied test. Successful candidates then become **associate professors.** Evaluation of the works of the candidates and the subject-matter examinations are conducted by academic juries established by the Interuniversity Board. Those who have worked in the relevant field of science for at least five years after receiving the title of associate professor, who have done work of practical application, and have published research which is judged as being of an international standard may be promoted to **full professorial** rank.

In the event of there being no appointed senior teaching staff for a particular course programme or in cases in which special knowledge and expertise are needed for certain parts of course programmes, **instructors** are appointed to give lectures and to supervise practical studies.

Lecturers are those staff members who teach the common compulsory courses (Turkish language, a foreign language, and the history of Turkish reforms, etc.) in different higher education institutions.

Research assistants are ancillary staff members who work in specific areas of research and experimental undertakings. They also carry out duties assigned by authorized organs.

Specialists are ancillary staff members who carry out duties directly or indirectly related to instruction such as assisting in laboratory work or in libraries where special skills and specialized knowledge are required.

Educational planners are ancillary staff members who are responsible for the planning of instruction and education at institutions of higher education.

Translators are ancillary staff members employed to undertake written translation and oral interpretation.

The numbers of teaching staff members in each category are given in Table 4. They are employed either on a full time, permanent basis or on a part-time basis; in general, however, they work full-time. The weekly full-time teaching load for professors, associate professors, and assistant professors, is at least ten hours. Professors and associate professors employed on a part-time basis (assistant professors may only be employed full-time) are obliged to be present for at least twenty hours a week. The teaching load for instructors and lecturers working full-time is at least twelve hours a week. Rectors, deans, and directors of institutes and of schools of higher education are exempt from the requirement of the weekly teaching load.

4.3. Appointment and Assignment of Teaching Staff

The appointment procedures for senior staff (full, associate, and assistant professors) are as follows. Assistant professors are appointed by the rectors of universities from among the candidates applying for open positions, taking into consideration the recommendations with regard to each applicant of academic juries.

Assistant professors can be employed in the same university for a maximum of 12 years on two- or three-year contracts. Thus, assis-

Table 4

Teaching and Ancillary Staff 1989-1990

Academic Titles	Female	Male	Total
Full Professors	901	3627	4528
Associate Professors	520	1755	2275
Assistant Professors	968	2726	3694
Lecturers	1425	3584	5009
Research Assistants	4347	8351	12698
Specialists	414	624	1038
Educational and Training Planners	3	14	17
Translators	10	4	14
Language Instructors	1492	1264	2756
Total	**10080**	**21949**	**32029**

tant professors can never be tenured at that rank and may be dismissed at the end of each and any contract. Associate professors are appointed in the same way; however, they have tenured status.

Full professors are appointed by the Higher Education Council to open positions in various universities. In making these appointments, the Council may consult a committee of the rectors concerned or their representatives. It also takes into consideration the preferences of the applicants. Full professors have tenured status.

With their consent the senior teaching staff of a university may also be assigned to teaching duties at one of the higher education institutions in the developing regions of the country for a minimum period of one academic year.

4.4. Staff Training and Development

The training of teaching staff is another vitally important problem. According to the Higher Education Law (art. 35), higher education institutions themselves are responsible for the training of their academic staff, both at home and abroad, in order to meet their own needs and those of other higher education institutions either newly established or yet to be established. In recent years, the academic authorities have focused their attention on graduate studies programmes, since these are the first step in the training of staff. Thus the need for more qualified academic staff members has paved the way for the re-organization of graduate studies programmes.

As a part of the staff development efforts, 157 teaching assistants in 1987 and 345 in 1988 were sent to foreign universities for graduate education at master's and doctoral levels. Upon completion of their education, they are expected to return to their universities as future staff members.

Other forms of training which provide the members of teaching staff with up-to-date knowledge in their respective fields are the seminars, meetings, workshops, conferences, and congresses which are held at national and/or international level. This form of training helps to refresh already acquired knowledge and experience. It may, in a sense, be regarded as re-training. For example, in recent years in some of the universities in remote corners of the country, national congresses known as "medical days" have been featured. The senior teaching staff of some of the principal

faculties are invited to lecture on important topics during these "days". Thus the members of the teaching staff of the host faculties are offered opportunities to benefit from the most recent developments, research findings, and approaches to healing.

The Scientific and Technical Council of Turkey (TUBİTAK), which is known for its research-oriented activities, offers training programmes and scholarship and research grants on a project basis to the members of the teaching staff. TUBİTAK is a state organization founded in 1963, aimed at developing, encouraging, organizing, and co-ordinating research studies in the fields of basic and applied sciences.

Among the seven research groups established within the structure of TUBİTAK, "The Group for the Training of Young Scientists" is the one which directs the activities related to the training and the development of the teaching staff. This research group has been organizing "post-graduate summer schools" since 1979 in collaboration with the concerned higher education institutions. The first summer school was organized in the field of mathematics with the co-operation of TUBİTAK and of the Middle East Technical University in Ankara.

In the summer of 1984, five summer schools were organized in different cities of Turkey. "The Postgraduate Summer School on the Biological and Physiological Foundations of Behaviour", organized in Samsun in co-operation with Hacettepe University, can be cited as an example. There were thirty participants.

5. ACCESS TO HIGHER EDUCATION

5.1. Development of Centralized Selection Mechanisms

Prior to the 1950's, the selection of students for the programmes of higher education was not viewed as a problem. However, from 1950 onwards, following rapid growth in the student population, the then prevailing admissions procedures proved to be inadequate, and some of the higher education institutions began to implement their own independent systems of student selection. These systems, too, were inadequate because the entrance examinations were generally of the essay type and were thus difficult to assess objectively. In order to solve these problems, the Interuniversity Board set up the Interuniversity Entrance Examination Commission in 1963. The regulation on "Interuniversity Registration and Entrance Examination" prepared by the Commission was ratified by the Interuniversity Board. The Central System method of admitting students to the programmes of higher education began during the 1964-1965 academic year.

In 1974, the Interuniversity Board set up the Interuniversity Student Selection and Placement Center (ÜSYM), with a view to establishing, over the years, a higher degree of continuity and uniformity in the administration of the entrance examination. In accordance with the Higher Education Law of 1981, this Center was attached to the Higher Education Council, and its name was changed to that of **Student Selection and Placement Center** (ÖSYM). Students are presently admitted to all university-organized higher education programmes through a central selection and placement system. They are selected and placed in higher education programmes according to their scores in the selection and placement examination, their high school grade-point averages, their personal preferences with regard to higher education programmes, and the quotas and prerequisites of course programmes in question.

5.2. The Two-Stage Selection and Placement Examination

A two-stage examination system for the selection and the placement of students has been in operation since 1981. As of 1987, the first stage of the examination has two stated objectives:

a) To select those candidates who qualify for the second stage of the examination;
b) To select and place those candidates who qualify for the second stage of the examination but wish to be placed in programmes of higher education which admit students on the basis of the scores earned in the first stage.

All candidates who achieve a specified minimum score in the first stage of the examination may either take the second stage or be considered for placement into one of the above-mentioned programmes

according to their stated choices of alternatives at the time of application.

Those who take both stages of the examination may be placed in any of the higher education programmes on the basis of the results of the first and second stages and of the preferences listed. In order to qualify for the first stage of the examination, a student must have completed secondary education, or be in his terminal grade, or waiting to take his final examinations. Alternatively, the candidate may be already registered in a programme of higher education or be a graduate of an institution of higher education.

All the rules of the examination are explained to the candidates in a guidebook prepared by ÖSYM and sold with the application form.

One usually applies in November to take the examination. An application form must be submitted, and a fee, paid. Upon completion of the necessary preliminaries, candidates are assigned to examination centres, their preferences in this matter being taken into consideration to the extent possible. A multiple-choice test consisting of two parts is administered during the first stage of the examination. Of these two parts, one aims at measuring the verbal and another the quantitative abilities of the candidates; the first stage of the examination is administered in all 73 provinces of Turkey and in a few district capitals. The answer sheets are read and scored optically, and the results are transferred to computer files. The number of correct and incorrect answers in the verbal and quantitative sections of the test are counted separately. The raw scores for each section are obtained by subtracting one-quarter of the number of incorrect answers from the the number of correct answers. Then, as a preparation for the calculation of the composite score for the first stage of the examination, each candidate's verbal and quantitative raw scores are transformed to standard T scores (a score scale with an arithmetic mean of 50 and a standard deviation of 10), using the arithmetic means and standard deviations of the respective score distributions for candidates who are in the last year of secondary education.

After completion of the score transformations, a composite score is calculated for each candidate, applying respectively the weights of 1 and 0.30 to the transformed scores for the verbal and the quantitative sections of the first stage battery and to the candidate's transformed high school grade-point average.

For candidates placed in a higher education course programme during the previous year (e.g. in 1988 for 1989 candidates), the weight of the transformed high school grade-point average is 0.15. For 1991, a minimum composite score of 105.000 is required in order to be qualified to take the second stage examination and/or to be considered for placement in the higher education programmes admitting students with this type of score.

A second guidebook for the second stage of the examination is issued by ÖSYM, usually in the month of May. Candidates who will take the second stage examination as well as those who passed the first stage but had expressed their wish to participate only in this stage receive this book and a form for listing their preferences as to programmes along with their first stage examination results card. The guidebook gives information about the date and the time of the second stage of the examination and the tests to be administered. It also gives information about the quotas and the special requirements of each higher education programme which has been established by the Higher Education Council.

All higher education programmes subject to the central selection and placement system are listed in the second guidebook under two separate sections. The first section lists those programmes admitting students on the basis of first stage scores (596 in 1990). These consist of two-year vocational and

two four-year open education programmes. Successful candidates who have taken only the first stage of the examination may only select programmes appearing in this section. There are a maximum 18 choices which must be listed in preferential order on the preference ranking forms.

The second section is made up of all the undergraduate programmes (927 in 1990) in the 29 universities. Candidates taking both the first and the second stages of the examination in that year can select programmes appearing in either section. The maximum number of choices is fixed at 24, but no more than 18 can be listed from either section.

The second stage of the examination serves two purposes: selection and placement. A five-test battery is used for this purpose, including individual tests for natural sciences, for mathematics, for Turkish language and literature, for the social sciences, and for a foreign language.

In terms of the types of composite scores to be used in selecting and placing the candidates once they have taken the second stage examination, the programmes covered by it are grouped into three main areas of education. These main areas and their sub-areas, the types of composite scores required for each one of them, and the weights given to each of the tests making up various composite scores are shown in Table 5.

Standard scores for each test are calculated in the same way as for the first stage test results. Composite scores are calculated in accordance with the weights shown in Table 5.

The aim of the central placement system is to place the candidates for admission to higher education programmes as high as possible on their lists of preferences as is compatible with the scores they have earned. The higher education insitutions are informed as to which candidates have been placed in their programmes and about their examination results. Registration takes place accordingly at the start of each academic year. The examination results of one year cannot be used in the selection and placement procedures of another year.

5.3. Special Cases

As is demonstrated in Figure 2, there are two groups of secondary schools in Turkey: the vocational and technical high schools and the classical **lycées.** Each group, particularly the former, has various specialized sub-types. Graduates of these schools and students in their last year of study are entitled to take the university entrance examination and to select any university programmes they wish, without any restriction or discrimination in principle. A limited number of programmes have special requirements for registration; for instance, schools for pre-school teachers and secreterial schools admit only women, and a few programmes admit only the graduates of certain specified technical and vocational high schools.

According to the law, however, candidates from vocational and technical high schools are given priority with regard to placement in the education programmes corresponding to their fields of training (mostly two year vocational schools in the universities). This advantage is given in the form of extra weight for their secondary school grade point averages in addition to those used generally in the calculation of the composite scores of both stages of the university entrance examination (see above). The additional weight in question is 0.35 point for the first stage for candidates taking the examination for the first time and 0.175 point for those who were placed in a higher education programme during the previous year. Similar advantageous extra values are also given in the second stage of the examination. In this case, the additional extra values are 0.5 for those taking the entrance examination for the first time and 0.25 for those who were placed in a university programme during the previous year.

Table 5

Types of Composite Scores Calculated and Used in the Second Stage Examination

Programmes of Higher Education to be Selected for the Second Stage Examination		Types of Composite Score Required	Natural Sciences	Mathematics	Turkish	Social Sciences	Foreign Language	High School GPA*
A. SCIENCE AND ENGINEERING	1. Natural Science	Natural Science Composite Score	3.1	1.9	1.3	–	–	0.8
	2. Engineering	Mathematics Composite Score	1.9	3.1	1.3	–	–	0.8
B. ECONOMIC AND SOCIAL SCIENCES	1. Economic Sciences	Turkish-Mathematics Composite Score	–	2.5	2.5	1.3	–	0.8
	2. Social Sciences	Social Science Composite Score	–	1.3	1.9	3.1	–	0.8
	3. Turkish and History	Turkish-Social Science Composite Score	–	0.5	2.9	2.9	–	0.8
C. FOREIGN LANGUAGES	1. Modern Languages	Foreign Language Composite Score	–	–	1.3	1.3	3.7	0.8

* The weight of the high school grade-point average is 0.40 for those candidates who were placed in a higher education programme in the previous year (in 1989 for 1990 candidates).

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The purpose of this arrangement is to encourage technical and vocational high school graduates to continue in their respective fields of training at the higher education level and thus to help enhance intermediate technical manpower.

Table 6 shows the number of applicants and the total number of places in universities between 1974-1990.

A very few institutions of higher education which require their applicants to have special qualifications have different admissions procedures from those described above. These institutions use the first stage results to make their initial selection. For the final selection, they use their own tests which are designed to measure the talents or special skills required. Higher education institutions offering programmes in the fine arts, in physical education, in sports, and in the industrial arts, as well as the military schools are current examples of higher education insitutions with special admissions policies of this kind.

Table 6

Numbers of Applicants for the Entrance Examinations and Places Available in the Universities: 1974-1990

Year	Number of Applicants	Those Who Placed in Universities
1974	229906	37271
1975	280504	68498
1976	316279	40849
1977	357425	36639
1978	373717	37428
1979	434095	40622
1980	466963	41574
1981	420850	54818
1982	408573	72983
1983	361158	105158
1984	436175	148766
1985	480633	156065
1986	503481	165817
1987	628089	174269
1988	693277	188183
1989	824128	193665
1990	892975	196253

6. CONTENT AND ORGANIZATION OF COURSE PROGRAMMES

6.1. Types, Fields, and Levels of Course Programmes

The course programmes and courses offered by higher education institutions in Turkey are of three types: First, there are the theoretical and practical regular full-time course programmes which vary according to the specific character of the field of study, and then there are the compulsory courses which all students must take. The latter consist of the history of Turkish reforms, the Turkish language, a foreign language, and either physical education or one of the fine arts. Finally, two distance education course programmes are offered by the Faculty of Open Education (see Chapter 9).

The higher education course programmes which are presently being offered in the higher education institutions of Turkey are all grouped within eight broad fields of study, as follows: i) Language and Literature; ii) Mathematics and Natural Sciences; iii) Health Sciences; iv) Social Sciences; v) Applied Social Sciences; vi) Technical Sciences; vii) Agriculture and Forestry; viii) Art.

The specific course programmes which these fields cover are listed in Appendix 12.2. Student enrollments in these fields of study during the 1989-1990 academic year are given in Table 7.

Course programmes are offered in the Turkish institutions of higher education at four levels:

- **Pre-license** (pre-baccalaureate) programmes: These programmes are at least four semesters (two years) in duration. They aim at providing intermediate levels of manpower trained in various vocational fields, or they constitute the first stage of **License** (baccalaureate) programmes.
- **License** (Baccalaureate) programmes: These are all programmes of at least eight semesters (four years) in duration beyond secondary education.
- **Higher-License** (Master's degree): Programmes at this level are two semesters long when they follow **License** programmes and ten semesters long when they follow secondary education.
- **Doctorate and Equivalents:** A doctoral programme is at least six semesters long (three years) if it follows a **license** programme or at least four semesters long (two years) if it follows a higher **license** (Master's degree) programme. In medicine, the equivalent of a doctorate, the **Specialization in Medicine,** leads to specialization in one of the fields of the medical sciences. It is earned in training hospitals which may or may not be attached to the university system.

Table 7

Student Enrollments in the Eight Broad Fields of Education: 1989-1990

Field of Education	Pre-Licence			Licence			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Language & Literature	–	–	–	8247	5398	13645	8247	5398	13645
Mathematics & Natural Sciences	–	–	–	14039	16456	30495	14039	16456	30495
Health Sciences	2950	1467	4417	19934	30754	50688	22884	32221	55105
Social Sciences	19	41	60	12457	20868	33325	12476	20909	33385
Applied Social Sciences	11179	13757	24936	48203	75463	123666	59382	89220	148602
Technical Sciences	3089	26363	29452	15413	53178	68591	18502	79541	98043
Agriculture & Forestry	236	1820	2056	6450	12871	19321	6686	14691	21377
Art	798	536	1334	2982	2566	5548	3780	3102	6882

In the fields of the fine arts, the graduate work corresponding to a doctorate is called the **Proficiency in Art.**

Apart from the two-year vocational schools, the great majority of the higher education course programmes are four-year programmes. However, course programmes in the faculties of medicine are six years long, and those in the faculties of veterinary sciences and dentistry are five years long. In the faculties of theology, although the duration of the programme is four years, an extra preparatory year is devoted mainly to the study of the Koran in Arabic for those whose knowledge in this domain is insufficient. In the case of the evening course programmes in some of the technical fields such as electrical and civil engineering, geodesy and photogrammetry, and mechanical engineering and architecture, the normal duration of studies is five years. If necessary, the normal duration of regular programmes may be extended. Students are required to complete the course programmes however within the maximum limits of time set by the law. For example, two year programmes must be completed at the most in four years; four year programmes in seven years, etc.

6.2. Required Assiduity

In order to sit the final examination of any given course, a student must have attended the course and have taken, if required, the mid-term examinations. He must also have completed in a satisfactory manner the practical and written work of the course. So as to give some idea about the composition of a typical course programme, the curriculum of such a programme is given in Table 8.

Table 8

Undergraduate Curriculum of the Department of Economics, Faculty of Economics and Administrative Sciences, Middle East Technical University

FIRST YEAR

First Semester			
Econ	101	Introduction to Economics I	(4-1-7)12
Econ	103	Introductory Applied Economics I	(2-2-5)9
Econ	105	Introduction to Research Methods I	(3-2-4)9
Eng	101	Development of Reading Skills	(3-0-6)9
OR			
Eng	103	Improvement of Reading Skills	(3-0-6)9
Math	141	Calculus for Business and Economics I	(4-0-5)9
OR			
Math	151	Calculus I	(5-0-10)15
Second Semester			
Econ	102	Introduction to Economics II (Prerequisite: Econ 101)	(4-1-7)12
Econ	104	Introductory Applied Economics II	(2-2-5)9
Econ	106	Introduction to Research Methods II (Prerequisite: Econ 105)	(3-2-4)9
Econ	142	Calculus for Business and Economics II (Prerequisite: Math 141)	(4-0-5)9
OR			
Math	152	Calculus II (Prerequisite: Math 151)	(5-0-10)15
Eng	102	Development of Writing Skills (Prerequisite: Eng 101)	(3-0-6)9
OR			
Eng	104	Expository Writing (Prerequisite: Eng 103)	(3-0-6)9

Table 8 *(continued)*

SECOND YEAR

Third Semester

Econ	201	Microeconomic Theory (Prerequisite: Econ 101, Econ 102 and Math 142 or Math 152)	(3-1-5)9
Econ	203	Introduction to Linear Models	(3-1-5)9
Mstat	201	Introduction to Probability and Statistics I (Prerequisite: Math 142 or Math 152)	(3-0-6)9
Man	201	Accounting I	(3-0-6)9
Adm	101	Introduction to Law	(3-0-6)9

Fourth Semester

Econ	202	Macroeconomic Theory (Prerequisite: Econ 201)	(3-1-5)9
Econ	204	Introduction to Linear and Nonlinear Programming* (Prerequisite: Econ 203, Math 260)	(3-1-5)9
Econ	206	Communication Skills for Social Scientists	(3-1-5)9
Mstat	202	Introduction to Probability and Statistics II (Prerequisite: Stat 201)	(3-0-6)9
Man	202	Accounting II	(3-0-6)9

THIRD YEAR

Fifth Semester

Econ	301	Introduction to Econometrics (Prerequisite: Mstat 202, Econ 203 or Math 260)	(3-1-5)9
Econ	311	Monetary Theory and Policy (Prerequisite: Econ 202)	(3-1-5)9
Econ	343	Economic and Social History I	(3-1-5)9
Econ	353	Introduction to International Economics I (Prerequisite: Econ 201, Econ 202)	(3-1-5)9
Econ	361	History of Economic Analysis I	(3-1-5)9

Sixth Semester

Econ	302	Introduction to Econometrics II (Prerequisite: 301)	(3-1-5)9
Econ	312	Fiscal Policy and Public Finance (Prerequisite: Econ 311)	(3-1-5)9
Econ	344	Economic and Social History II	(3-1-5)9
Econ	354	Introduction to International Economics II (Prerequisite: Econ 201, Econ 202)	(3-1-5)9
Econ	362	History of Economic Analysis II	(3-1-5)9

FOURTH YEAR

Seventh Semester

Econ	400	Seminar in Economics (Prerequisite: Econ 301, Econ 202)	(0-3-6)9
Econ	460	Structure of the Turkish Economy (Prerequisite: Econ 102)	(3-1-5)9
3 Elective Courses			

Eight Semester

Econ	400	Seminar in Economics (Prerequisite: Econ 301, Econ 202)	(0-3-6)9
Econ	460	Structure of the Turkish Economy (Prerequisite: Econ 102)	(3-1-5)9
3 Elective Courses			

* CS 200 or a similar course approved by the Department can be taken.

6.3. Languages of Instruction

One should note that the teaching in some universities is conducted wholly or partially in English. The amount of English used depends on the programme and the institution. In addition, German and French are used as languages of instruction for certain courses. The list of all such programmes is given in Appendix 12.1.

The numbers of students enrolled in the undergraduate programmes (both two- and four-year) in the universities is given in Table 9.

Table 9

Student Enrollments in the Universities: 1989-1990

Universities	Number of Students		
	Female	Male	Total
Akdeniz U.	1935	6369	8304
Anadolu U.	75147	168731	243878
Ankara U.	12052	18673	30725
Atatürk U.	4287	10748	15035
Bilkent U.	1727	2647	4374
Boğaziçi U.	3292	4354	7646
Cumhuriyet U.	1751	4166	5917
Çukurova U.	4289	9458	13747
Dicle U.	1985	5928	7913
Dokuz Eylül U.	8581	15309	23890
Ege U.	8638	8891	17529
Erciyes U.	2059	5407	7466
Fırat U.	1480	4496	5976
Gazi U.	13407	18478	31885
Gaziantep U.	569	2762	3331
Hacettepe U.	10853	12322	23175
İnönü U.	1114	3108	4222
İstanbul U.	16938	23112	40050
İstanbul Teknik U.	4079	13516	17595
Karadeniz Teknik U.	3110	8752	11862
Marmara U.	7892	11010	18902
Mimar Sinan U.	1961	1520	3481
Ondokuz Mayıs U.	3212	5378	8590
Orta Doğu Teknik U.	5559	10863	16422
Selçuk U.	5992	10667	16659
Trakya U.	4158	7780	11938
Uludağ U.	6565	12026	18591
Yıldız U.	2868	11701	14569
Yüzüncü Yıl U.	427	1730	2157

* Includes open education students: Female: 69887 Male: 158221 Total: 228108

7. DIPLOMAS AND DEGREES

7.1. Undergraduate Diplomas and Degrees

The principles governing the award of diplomas for undergraduate studies are defined in the regulations of each university within the context of fundamental regulations laid down by the Higher Education Council.

A student who is graduated from a two-year vocational school is granted a vocational school diploma. If he successfully completes a four-year programme, he is granted a **license** diploma. An undergraduate student who successfully completes the first two years of a longer programme but who, for some reason cannot continue his studies may also be granted a **pre-license,** (pre-baccalaureate) diploma.

In the faculties of medicine, the procedures for granting diplomas and degrees are slightly different. Students who successfully complete the first two-year programme but who are not intending to continue their studies receive the Basic Medical Sciences **Pre-license** Diploma. Students who complete an additional two-year programme in the basic medical sciences are awarded the Basic Medical Sciences **License** Diploma. At this stage, instead of going on to take the Doctor of Medicine degree, students have the option of continuing in a basic medical science such as anatomy, biochemistry, microbiology, pharmacology, or physiology in order to earn a master's degree or a doctorate in one of these disciplines. Students completing the five-year programme of a faculty of medicine, who are not going on to take the degree of Doctor of Medicine, are awarded the Higher **License** Diploma in Clinical Medicine. Those who satisfactorily complete the sixth year of the medical degree programme, which is an undergraduate internship, are granted the degree of Doctor of Medicine. The holder of this degree is entitled to practice as a physician in Turkey.

In the faculties of dentistry and veterinary sciences, the five-year programmes lead to the degree of Doctor in Dentistry and Doctor of Veterinary Sciences.

Other diplomas and degrees granted for undergraduate studies are as follows:

- Graduates of a faculty of pharmacy receive a Pharmacy **license** diploma;
- Graduates of a faculty of arts and sciences receive a **license** diploma with the title of Bachelor of Science (B.Sc.) in Mathematics, Chemistry, or Astronomy, or a Bachelor of Arts (B.A.) in Sociology, Psychology, Philosophy, whatever the case may be;
- Graduates of a faculty of law receive a **license** diploma in law;
- Graduates of a faculty of engineering receive a **license** diploma with the title of B.Sc. in Agricultural Engineering, Mechanical Engineering, Civil Engineering, Electrical Engineering, etc.;

- Graduates of a faculty of architecture receive a **license** diploma with the title of Bachelor of Architecture (B.Arch.), Bachelor of City Planning (B.C.P.), or Bachelor of Industrial Design (B.I.D.), whatever the case may be;
- Graduates of a faculty of Education or of educational sciences receive a **license** diploma with either a B.A. or a B.Sc. degree;
- Graduates of a faculty of political science receive a **license** diploma specifying the department concerned. At Ankara University, for instance, the Faculty of Political Sciences diploma mentions the Department of Public Administration, Economics, etc.

The graduates of the schools of higher education in which the duration of programmes is four years (school of journalism and of mass communications, school of home economics, school of nursing, school of fish and fisheries, etc.) are granted a **license** diploma specifying the field of study.

The graduates of two-year vocational schools are granted a **pre-license** diploma. Those who are graduated from four-year teacher training schools will receive from 1990 on the title of eight year **elementary school teacher.** The graduates of vocational schools receive the title of **technician.**

The numbers of graduates, by field of study, for the 1988-1989 academic year are given in Table 10.

7.2. Postgraduate Programmes, Diplomas, and Degrees

The system of higher education includes graduate programmes leading to higher academic degrees. As defined in article 3 of the Higher Education Law, programmes of graduate studies lead to the higher **license** (or master's) degree, the doctor's degree, the specialization in medicine, or the proficiency in the fine arts.

Prior to 1981, all graduate studies were organized and supervised on a departmental or faculty basis within the respective faculties of the universities. In 1982, these studies were re-organized within the framework of the Higher Education Law, and the institutes or graduate schools, established within the universities and faculties, have become the principal bodies for graduate studies. The most active institutes at the graduate level are those concerned with the health-related sciences, the natural sciences, and the social sciences.

Following recent amendments of the Higher Education Law, the higher academic degrees are defined as follows:

The higher license (master's) degree marks completion of the stage of higher education that follows the **license** and has, as its aim, the presentation of the results of scientific research or training. The normal length of a master's programme is two years, the first devoted to course work and the second to the preparation of a thesis.

The doctoral degree marks the completion of that stage of higher education which has, as its aim, the preparation and presentation of the results of original research. A doctoral programme consists of at least six semesters if it follows a **license** programme or of at least four semesters if it follows the education required for a specialization in a laboratory field as defined by the regulations specified by the Ministry of Health for graduates in pharmacy and sciences.

The specialization in medicine as a postgraduate programme conforms to regulations laid down by the Ministry of Health. It is aimed at the training of medical doctors so that they will have special skills and expertise in various fields of the medical sciences.

The **proficiency in the fine arts** requires the equivalent level of postgraduate education as in the case of a doctor's degree. Programmes run for at least six semesters for those coming after a **license** programme and for at least four semesters for those coming after a master's degree. The presentation of an original work of art or of an outstanding

Table 10

Numbers of Pre-License and License Graduates per Broad Field of Education: 1988-1989

Field of Education	Pre-Licence			Licence			Total		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Language & Literature	–	–	–	1033	658	1691	1033	658	1691
Mathematics & Natural Sciences	–	–	–	1769	1854	3623	1769	1854	3623
Health Sciences	582	278	860	2911	3914	6825	3493	4192	7685
Social Sciences	–	–	–	2394	3453	5847	2394	3453	5847
Applied Social Sciences	2801	2564	5365	9646	13475	23121	12447	16039	28486
Technical Sciences	616	4966	5582	2514	7982	10496	3130	12948	16078
Agriculture & Forestry	58	352	410	1072	2350	3422	1130	2702	3832
Art	160	93	253	335	327	662	495	420	915

performance and proof of creativity in music, in the visual or the plastic arts, or in the theatre arts are basic requirements.

A written examination is required for entry into the various master's degree programmes. Only persons with a grade point average set by the institutes in question may sit the examinations.

Entrance examinations generally cover basic topics in the fields to which the student is seeking admission. A student studying for a master's degree must complete the course work within the allotted time; however, an additional semester may be authorized. Up to a third of the courses may be at undergraduate level provided that the student has not previously taken them. A student enrolled in a master's programme must engage in research and write a thesis to be defended orally before a jury.

Applicants who have a master's degree or a speciality certificate in one of the branches of laboratory work (a requirement concerning the graduates of the faculties of pharmacy and of the sciences) are entitled to take the entrance examination for a doctoral level programme. Students who have earned high grades in their master's degree programmes may be exempted from taking the entrance examinations if they are selected by the administrative committees of the given institutes.

For master's and doctoral programmes, universities set quotas limiting the number of students to be admitted each year.

A student studying for a doctoral degree takes the qualifying examination after completion of the course work. The qualifying examination is conducted by a committee. Its main purpose is to assess the candidate's knowledge of his subject. It is generally an oral examination, but in some cases it may include a number of written tests. After passing the qualifying examination, a student prepares an outline of his proposed research project for the committee. If it is accepted, he carries out the necessary research and writes a doctoral thesis which he defends orally before the committee.

Tables 11 and 12 deal with postgraduate enrollment and degrees awarded by fields of study.

Table 11

Numbers of Students in and Graduates of Master's Degree Programmes per Broad Field of Education

Field of Education	Number of Students in 1989-1990			Graduates in 1988-1989		
	Female	Male	Total	Female	Male	Total
Language & Literature	404	456	860	47	59	106
Mathematics & Natural Sciences	656	952	1608	125	211	336
Health Sciences	853	459	1312	198	73	271
Social Sciences	1227	2282	3509	127	239	366
Applied Social Sciences	2545	4349	6894	311	499	810
Technical Sciences	1595	4644	6239	243	816	1059
Agriculture & Forestry	590	966	1556	107	197	304
Art	196	282	478	41	34	75

Table 12

Numbers of Students in and Graduates of Doctoral, Proficiency in Arts, and Medical Specialization Programmes

Doctorate	Number of Students in 1989-1990			Graduates in 1988-1989		
	Female	Male	Total	Female	Male	Total
Language & Literature	177	241	418	15	19	34
Mathematics & Natural Sciences	371	699	1070	27	49	76
Health Sciences	952	942	1894	97	82	179
Social Sciences	386	1082	1468	19	57	76
Applied Social Sciences	894	1437	2331	71	106	177
Technical Sciences	661	1743	2404	29	114	143
Agriculture & Forestry	239	621	860	32	60	92
Proficiency in Arts	60	88	148	5	5	10
Specialization in Medicine	1171	3109	4280	183	488	671

8. HIGHER EDUCATION FOR FOREIGN STUDENTS

8.1. Application and Selection Procedures

Since 1981, a separate examination, the Examination for Foreign Students (YÖS), has been held to select foreign students for the places reserved for them in institutions of higher education in Turkey. Before the YÖS examination was set up, foreign students used to apply individually to institutions of higher education. According to the data given by the State Institute of Statistics, 6,637 foreign students were enrolled in various programmes in the higher education institutions of Turkey during the 1980-1981 academic year. The numbers of foreign students who applied to take the YÖS Examination, who actually took it, and who were placed in a programme during the 1981-1990 period are given in Table 13.

The YÖS examination, which is conducted through the Student Selection and Placement Center, is limited to those applicants intending to enroll in undergraduate programmes. Anyone wishing to transfer to another undergraduate programme or to go on to graduate studies must apply directly to the institutions concerned.

As a general rule, anyone who is not a Turkish citizen and who has completed secondary education at any Turkish **lycée** or at a school of an equivalent level or who is in

Table 13

Numbers of Foreign Students Who Applied to YÖS, Took the Examinations, and Were Placed in Universities: 1981-1990

Years	Number of Applicants	Those Who Took The Examination	Those Placed in Universities
1981	2049	1890	1247
1982	1569	1537	1313
1983	1890	1808	1415
1984	4412	4235	1974
1985	4810	4512	2047
1986	4342	4087	1273
1987	3060	2848	701
1988	2808	2616	1176
1989	2864	2703	1309
1990	3846	3560	1544

the final year of such schooling, has the right to take the YÖS Examination*. Applicants must, however, meet any specific requirements of the institution in which they wish to enroll.

The course programmes of the education institutions located in the large cities of Turkey, namely Adana, Ankara, Bursa, Istanbul, and Izmir have quotas for foreign students. Foreign applicants can learn about the programmes of higher education that accept foreign students through YÖS from the guide booklet published every year in both English and Turkish. This booklet also gives information as to application procedures, tests, dates, and examination centers. Applicants may list up to fourteen preferences of course programmes when making application. Each candidate is required to complete an application form and to pay a fee (100 dollars or its equivalent) in convertible foreign currency. This system permits one to apply to more than one higher education institution at a time.

The main center for the YÖS Examination is in Ankara, but it is usually also held in various cities of the Middle East, Africa, and Asia which may change from year to year. The selection of examination centers is made by the Turkish Government.

The examination, one of multiple-choice format, has two parts. One is the Basic Learning Skills Test which assesses abstract reasoning ability. The questions have a minimal dependence on language, and explanations are given in English and in Turkish. The other is the Turkish Language Proficiency Test which assesses the candidate's comprehension of written Turkish.

The numbers of correct and incorrect answers in each of these YÖS tests are counted separately. The raw score for each test is obtained by subtracting one-quarter of the number of incorrect answers from the number of correct answers. The raw scores are converted to standard scores of which the mean is fifty and the standard deviation is ten. In the placement of candidates in the course programmes of higher education, examination scores, the preferences of candidates, the requirements of specific course programmes, and the availability of places are taken into consideration. For the placement procedure, only the standard score on the Basic Learning Skills Test is used. No one with a standard score below 40 can be placed in any programme. The results of the Turkish Language Proficiency Test play no part in the placement of students whatever the medium of instruction may be.

For each faculty or school, the number of foreign students from any one country is not to exceed 10 percent of the total quota for foreign students of the faculty or school in question. Once candidates have been placed in the programmes of the universities by ÖSYM, no new placement procedures are undertaken even though certain quotas may not have been filled as the result of the preference rankings of students or of their failure to register for given programmes. Each successful candidate is placed in the programme which he has ranked highest on his list of preferences, given the results of the Basic Learning Skills Test and of the specific requirements of given programmes.

Foreign applicants who wish to enroll in higher education programmes which require special skills in such areas as art, music, physical education, sculpture, the visual and the theatre arts, interior decoration, ceramics and glasswork, the graphic arts, and the textile arts are selected by means of special skills tests in addition to the YÖS examination.

* Stateless persons and refugees may also take the YÖS examination. Those who have been dismissed from a programme of higher education in Turkey for disciplinary reasons or who have been proved guilty of cheating or in any way of violating the rules of YÖS are not admitted to this examination. Those persons who have been selected under bilateral or multilateral cultural exchange programmes or who have been granted scholarships may not apply to YÖS.

Successful applicants are registered for the course programmes in which they have been placed regardless of the results of their Turkish Language Proficiency Test scores. Failure of a student to register in the institution in which he has been placed or failure to meet the requirements of the institution in question automatically results in complete loss of rights. A student who thus loses his rights and yet wishes to study in an institution in Turkey can apply to take the YOS examination for the following academic year provided he complies with all the requirements for entry.

Whatever his score in the Turkish Language Proficiency Test is each candidate placed in a higher education course programme must comply with the regulations of that institution and must submit the documents required within the stated registration time limits of the academic year. For students placed in a programme for which the medium of instruction is Turkish, the date and conditions of the commencement of studies is dependent upon the scores obtained in the Turkish Language Proficiency Test.

Those students whose knowledge of Turkish is considered proficient (A-Level) may begin their studies at the start of the academic year. Those, whose Turkish is such that they can be expected to attain proficiency within a short time (B-Level) may also commence their courses of study at the beginning of the academic year, but at the same time they will be required to improve their Turkish. Those, whose Turkish is considered to be inadequate (C-Level) are given leave-of-absence for one year in order to acquire proficiency in Turkish.

In course programmes for which the medium of instruction is entirely English, all foreign students may begin their study programmes at the start of the academic year. Foreign students admitted to programmes partially or entirely in Turkish and whose grades on the Turkish language Proficiency Test are below the A-level will be expected to take courses in Turkish until they reach the standard required by their institutions of higher education. During the course of the academic year, these students may apply to their respective institutions to have the fact that their Turkish has attained an adequate level recognized. This recognition and the decision as to whether those students may begin their studies is left to the discretion of the individual institution.

8.2. Tuition Fees and Other Expenses for Foreign Students

The level of tuition fees for foreign students is set each year. During the 1989-1990 academic year, the tuition fees for foreign students varied depending on the nature of the programme, from 100 to 500 US dollars in state universities and up to 4,000 US dollars at the only private university. In addition to the tuition fees, each foreign student will need to pay an additional 300-400 US dollars per month for maintenance during his stay in Turkey. Before a residence permit can be issued, he is required to produce evidence to the effect that this sum will indeed be forwarded each month.

9. UNIVERSITY-LEVEL DISTANCE EDUCATION IN TURKEY

9.1. Origins

As of the late 1950's, a large increase has occured in the number of candidates applying for admission to Turkish higher education institutions. In order to avoid overcrowding and to provide a convenient opportunity of higher education for working high school graduates an effort has been made to create facilities for distance teaching.

During the 1974-1975 academic year, correspondence instruction was introduced for those who had not been able to be admitted to a university. They would be enabled to study by means of printed educational material supplemented by attendance in summer courses. With the founding of the Expanded Higher Education Institution (YAYKUR) within the framework of the Ministry of National Education in September, 1975, distance teaching capacities were broadened, through the addition of radio and television-based programmes to the offerings dependent upon written materials.

In 1981, during the re-organization of the higher education system as a whole, the matter of correspondence education was again considered. According to article 3 of the Higher Education Law, the forms of higher education are designated as formal, open, external, and expanded. Open education is defined as that type of education and instruction which is directed by means of radio, television, and printed educational material.

9.2. The Faculty of Open Education.

Within this legal framework, the Faculty of Open Education* (AOF) was established in 1982 as a component of Anadolu University, located in the city of Eskişehir. For the time being, this faculty is the only higher education institution involved in distance teaching. It has two open education programmes, one in business administration and the other in economics. Student are admitted in accordance with the results of the first stage of the two-stage examination organized by ÖSYM. The joint quota for the 1989-1990 academic year for these two programmes was 65,000, making them the programmes with the highest quotas in Turkey. The duration of the Open University course programmes is four years, and their instructional level is that of the **license.**

The principal educational materials of the Faculty are books which are published and distributed as fascicles. Television is also used. Lectures prepared in the television studios of the Faculty are broadcast by the

* The beginnings of distance teaching at Anadolu University go back to mid-1970's.

Turkish Radio and Television. Academic counseling is another part of the open education programmes and is being offered at about 17 universities. Students in the Faculty of Open Education take one mid-year, a final, and a make-up examination. The Higher Education Council has given responsibility to the OSYM for conducting the examinations.

Examinations are given in all the provincial centers in Turkey in which there are AOF offices. Recently, the Open Education Faculty admitted Turkish students living in certain European countries and organized their examinations.

Open Education Faculty offices providing various services to students are located in 19 provincial centers.

The Open Education Programmes graduated their first cohort in 1986. The numbers of students enrolled in various classes during the 1988-1990 academic year are given in Table 14.

Table 14

Numbers of Students in the Various Years of the Open Education Programmes: 1989-1990

	Number of Students		
Year	Business Administration	Economics	Total
1st Year	89057	30778	119835
2nd Year	36664	14998	51662
3rd Year	22101	14259	36360
4th Year	11469	8782	20251
Total	**159291**	**68817**	**228108**

The numbers of graduates of the open education programmes are as follows:

	1986	1987	1988	1989	1990	Total
Business Administration	1878	3002	3614	3257	4778	16529
Economics	2928	3695	3076	2749	3674	16122

One should also note that certain higher education institutions, including Ankara and Istanbul Universities, offer external programmes in law.

10. RESEARCH ACTIVITIES AND LIBRARIES

10.1. Institutional Structure

In Turkey, research is essentially linked to the higher education institutions. As of the 1960's, however, a considerable amount of research activity has also gradually developed outside the academic institutions. In general, research activities during the last decades have gained an increasingly vast spectrum of variety both in terms of subjects and of organization.

The institutional structure, that is, the units conducting research activities on a nationwide scale, can be grouped as follows:

- higher education institutions;
- institutions directly attached to the offices of the Prime Minister and the Ministers of State;
- institutions dealing with agriculture, forestry, and the veterinary and animal sciences;
- institutions attached to various ministerial fields other than agriculture;
- private sector research institutions.

Higher education institutions hold an extremely important position in this spectrum. Since 1982, measures have been taken to improve the quality of the research undertaken in the higher education institutions. The Institutes which exist primarily for the purpose of offering graduate studies have been re-organized so as to transform them into centers for scientific research. In addition to the institutes, the newly established Centers for Applied Work and Research are expected to help in the development of research activities.

At present, such institutes are functioning in various domains such as the health sciences, the natural sciences, the social sciences, nuclear energy, the nuclear sciences, the environmental sciences, demographic studies, earthquake research, accident prevention research, and the history of Turkish reforms.

Another innovation has been the establishment of the Research Fund within the structure of the universities by decision of the Higher Education Council. In this way, research expenditures are separated from teaching and administrative costs in order to create a better situation for the conducting of research.

10.2. Research on Higher Education

Research on higher education is undertaken primarily by the Higher Education Council, the Student Selection and Placement Center, and the faculties of education.

The Higher Education Council is essentially concerned with research on the evaluation and the appraisal of developments and progress in higher education. Some resulting studies can be cited:

- **1981 Yükseköğretim Reformu ve Altı Yıllık Uygulama Sonuçları** (The 1981 Higher

Education Reform and Its Results after Six Years).;

- Kasım 1981 - Kasım 1988 Döneminde Yükseköğretimde Gelişmeler (Developments in Higher Education: November 1981 - November 1988).

The Student Selection and Placement Center (ÖSYM) conducts research primarily on topics related to the university entrance examination. These topics include the tests used in the examinations, various aspects of the examination system, the validity of the results, the socio-economic and educational characteristics of the candidates who take the examinations, and the factors affecting the performance of the latter.

Some examples are given below:

- **1977 Üniversitelerarası Seçme Sınavına Katılan Adayların Sosyal, Ekonomik ve Eğitimsel Nitelikleri Üzerine bir İnceleme.** (A Study of the Social, Economic, and Educational Characteristics of the Candidates Taking Part in the 1977 University Entrance Examination). ÖSYM, 1978.
- Fethi Toker and Renan Samurçay. **Üniversitelerarası Seçme Sınavına Giren Adayların Yükseköğretim Programlarını Tercihleri Üzerine Bir Araştırma.** (A Study on the Higher Education Programme Preferences of the Candidates Taking Part in the University Entrance Examinations). ÖSYM, 1978.
- Kamil Kozan and Esin Tezer. **Üniversitelerarası Seçme Sınavı Geçerlik Araştırması.** (A Study on the Validity of the University Entrance Examination). ÖSYM, 1979.
- Yahya Özsoy and Nilgün Gürkan. **Özürlü Adayların Öğrenci Seçme ve Yerleştirme Sınavlarındaki Durumları.** (Physically Handicapped Candidates and the University Entrance Examination). ÖSYM, 1985.
- Cemal Mıhçıoğlu. **Eğitimde Yörelerarası Dengesizliğin Neresindeyiz? 1965-1976-1987.** (Interregional Discrepancies in Education as Reflected in the University Entrance Examinations: 1965-1976-1987). ÖSYM, 1989.

Of the 29 universities, 17 have faculties of education. Staff members in these faculties conduct research on the various levels and aspects of education. Their research papers are published in academic journals in Turkey and abroad. Some examples are the following:

Himmet Umunç. "In Search of Improvement: The Re-organization of Higher Education in Turkey". **(Minerva).** 24 4 (1986): 433-455.

Galip Karagözoğlu and Karen Bellefleur Murray. "Profile of New Teachers in the Turkish Educational System" **(Higher Education in Europe).** 13 4 (1988): 27-35.

10.3. The Research Requirement for Teaching Staff Members

The criteria for the promotion of teaching staff members (particularly to professorial and associate professorial level) constitute a further measure of the encouragement given to research activities. For instance, according to the provisions of the Higher Education Law, only those who have undertaken original research and have had work published can be granted the title of associate professor, and only those whose practical work and published research is accounted original by international standards can be promoted to full professorial rank.

As the result of a decision of the Higher Education Council, the universities are ranked each year in terms of the number of publications per academic staff member in various fields in respectable journals. The top universities are rewarded.

From 1982 to 1987, the total number of publications produced in the Turkish universities increased from 9,005 to 17,554. Similarly, the number of articles published in foreign academic journals by Turkish staff

members increased from 371 in 1982 to 1,451 in 1987.

10.4. Documentation and Library Resources

A Documentation and International Information Center was established in 1982 at the seat of the Higher Education Council. It has subscriptions to a multitude of foreign scientific journals, the number of them having increased from 250 in 1982 to 13,520 in 1987. The distribution of these academic journals according to the languages in which they are published is as follows: English: 12,322; German: 590; French: 481; Dutch: 57; Russian: 31; and Spanish: 22. Other languages represented by seventeen additional journals are Polish, Japanese, Czech, Finnish, Hungarian, Greek and Swedish.

Researchers in or outside of the universities, from all parts of the country, can use the services offered by the Center which include the photocopying of journal articles and information searches by means of an internationally linked computer network. During the first nine months of 1988, 5,348 information requests and 590,909 requests for photocopies were provided by the Center.

Libraries, which were set up primarily to satisfy the needs of students and teachers, provide services to the scientific research community. Almost all the higher education institutions have their own libraries which are equipped with reading rooms and lending services. Most of the university campuses have central libraries.

In addition to the relatively small departmental libraries, 190 larger ones house over four million books. Collectively, the libraries have taken out subscriptions to some 22,000 periodicals.

11. COSTS AND SERVICES

11.1. Tuition Fees for Turkish Students

Tuition fees to be paid by the students of the higher education institutions are fixed by the Council of Ministers upon the proposal of the Higher Education Council, taking into consideration the nature and the duration of the various disciplines and the characteristics of the particular higher education institutions. The fees may vary between fifty percent to one percent of the value of the costs of given education programmes per student, including the costs of foreign language preparatory instruction when required. Tuition fees may be paid, upon the request of a student, by the State as a loan or in return for service in governmental organizations upon graduation. Students who had previously completed a higher education programme have to pay the full fee personally.

The tuition fees collected from students are paid into the social assistance funds which are established in each university. The money thus accumulated in these funds is spent for social, cultural and sporting activities.

Tuition fees constitute only a very small portion of the total income of universities. The largest source of funding by far is the allocation for higher education in the annual national budget. Other sources include revolving funds, publication royalties, and donations.

11.2. Student Financial Aid

To help university students meet the costs of their education, the government and private organizations provide financial aid in the form of loans, scholarships, grants, and awards.

Article 42 of the 1982 Constitution states that "the State shall provide scholarships and other means of assistance to enable students of merit lacking financial means to continue their education".

The State organization which provides most of the loans for those who are in need of financial assistance is the General Directorate of the Higher Education Credit and Hostels Organization (YURTKUR) which was established in 1961. Between 1985 and 1989, this Directorate, which is under the supervision of the Ministry of National Education, provided loans to 220,320 students. These loans, which are interest free, do not burden students with any compulsory service after graduation. Students may also receive money in the form of scholarships or loans from various public organizations and state owned enterprises on the condition that it will be paid back either in cash or in services. Some organizations, such as the Scientific and Technical Council of Turkey (TUBİTAK), offer free scholarships to outstanding students enrolled in programmes in the basic and the applied sciences.

A few universities, like the Middle East Technical University and Hacettepe University, grant scholarships to students who, although academically successful, are in need of financial assistance. In some of the higher education institutions, for instance in the Faculty of Medicine of Hacettepe University, a number of awards are available for students with outstanding academic records.

11.3. Student Housing and Meals

YURTKUR, the student credit organization mentioned above, is the main provider of student housing. This organization currently manages 99 student residence halls in 46 provinces and 6 sub-provinces with a total capacity of 105,445 residents. The monthly rent charge for 1990 is approximatively 5 US dollars for Turkish students and 10 US dollars for foreign students which includes free breakfast and the use of such facilities in the larger residence halls as restaurants, libraries, gymnasia, etc. In YURTKUR residence halls, five percent of the available space is reserved for foreign students. Students staying in these residence halls may also take their meals in the residence hall restaurants for a nominal cost - less than one dollar per meal.

In addition to YURTKUR facilities, all the universities in the five cities of Adana, Ankara, Bursa, Istanbul, and Izmir that admit foreign students have their own dormitories in which places may also be reserved for foreign students.

Those students who have the financial means and the desire to do so may rent apartments in those cities, but rents are generally high, and the landlords may ask to be paid in hard foreign currency.

As indicated above, students living in YURTKUR residence halls may have complimentary breakfasts and very cheap lunches and suppers in the residence hall restaurants. On all the campus type universities, there are inexpensive student restaurants, cafeterias, and snack bars. In those universities, like Ankara University, Gazi University, Istanbul University, and Marmara University the facilities of which are scattered throughout urban areas, there are usually eating facilities in most of the faculty buildings. Students will also find various eating places, appropriate to their financial means, in the cities.

11.4. Other Subsidized Student Services

Students may use the urban public transport systems (bus, ferry) for reduced fares by showing their student identification cards. During the academic semesters, they may also have reduced fares on national public transport systems (i.e., the railways, 30 percent) and on the Turkish Airline (50-60 percent on international flights); however, graduate students (master's degree and doctoral students) cannot benefit from the reduced airline fares. These reductions are also available to foreign students. In addition to the reduced fares on public transport systems, students, both Turkish and foreign, receive reductions for theatre, movie, museum, and concert tickets.

Students are provided with medical care facilities, medico-social centers having been set up in most of the universities. The Hospitals for Applied Work and Research which have been established in some of the universities also offer health services to students.

11.5. Sports and Cultural Facilities

The higher education institutions themselves are responsible for the mental and physical well-being of their students. Sports grounds, gymnasia, and stadia, designed to serve the purposes of a variety of sports, have either been or are about to be constructed in all the higher education institutions.

The sports facilities provided by the Middle East Technical University (METU) can be given as an example. The gymnasium, built in 1967 and with a seating capacity of 1,500, is the focus for most sporting activities at METU. It provides facilities for basketball,

volleyball, gymnastics, fencing, judo, wrestling, tennis, weightlifting, and table tennis. Although the gymnasium is open to all students and staff members, the hours of use for various activities are programmed monthly. Next to the gymnasium is the stadium with a seating capacity of 15,000. It is used for soccer matches and for track and field competitions. It has also been the scene of several international competitions. Lake Eymir, which is located on the METU Campus, is another sports center and is used for swimming, water polo, rowing, fishing, and boat racing. Auxiliary sports facilities have been constructed on various parts of the campus. These include three soccer fields, six open-air basketball courts, fifteen open-air volleyball courts, and four tennis courts. There is also a ski lodge at Elmadağ. Competitions are held in almost all sports. In addition to the regular competitions, an aquatic sports festival called Lake Day is held annually. Not only is it open to the public, but water sports clubs from all over the country are invited to take part in the competitions.

Facilities for music, cinema, theatre, folklore, photography, and chess are also available in the higher education institutions for the cultural recreation of students. Amateur clubs in these areas give students an opportunity to satisfy their cultural interests and to manifest their creative capacities.

12. APPENDICES

12.1. Universities and Other Higher Education Units Using Foreign Languages as Medium of Instruction

Universities Using English as the Language of Instruction

Bilkent University
Boğaziçi University (Bosphorus University)
Orta Doğu Teknik University (Middle East Technical University)

Programmes Conducted in English

Dokuz Eylül University

Business Administration

Gaziantep University

Food Engineering
Physics Engineering
Civil Engineering
Mechanical Engineering
Electrical and Electronics Engineering

Istanbul University

Cerrahpaşa Faculty of Medicine*
Economics
Business Administration
Electronics Engineering

Hacettepe University

Faculty of Medicine*
Interpreting and Translating

Marmara University

Faculty of Medicine
Teacher Training in Biology
Teacher Training in Physics
Teacher Training in Chemistry
Teacher Training in Mathematics
Economics
Business Administration
International Relations
Faculty of Dentistry
Teacher Training in Electronics
Teacher Training in Computer Technology
Computer Engineering
Environmental Engineering
Industrial Engineering

Programmes Conducted Both in Turkish and English**

Çukurova University

Economics
Business Administration
Mersin Higher School of Tourism and Hotel Management
Mersin Vocational Training School of Tourism and Hotel Management***
Physics

* The Cerrahpaşa Faculty of Medicine in Istanbul University and the Faculty of Medicine in Hacettepe University offer two programmes, one conducted in Turkish and the other in English.

** In these programmes at least 1/3 of the courses included in the curriculum must be taken from among those offered in English.

*** Two-year vocational training programmes.

Chemistry
Mathematics
Civil Engineering
Mechanical Engineering
Electrical and Electronics Engineering

Erciyes University

Faculty of Medicine
Economics
Business Administration

Ege University

Computer Sciences and Engineering
Food Engineering
Chemical Engineering

Hacettepe University

Computer Sciences and Engineering
Physics Engineering
Food Engineering
Hydrogeological Engineering
Geological Engineering
Chemical Engineering
Chemistry
Mining Engineering
Nuclear Engineering
Electrical and Electronics Engineering
Business Administration

Yıldız University

Computer Sciences and Engineering

Marmara University

Secretarical Training***
Tourism and Hotel Management***

Programmes Conducted in German

Hacettepe University

Teacher Training in Physics
Teacher Training in Biology
Teacher Training in Chemistry
Teacher Training in Mathematics

Programme Conducted in French

Marmara University

Public Administration

*** Two-year vocational training programmes.

12.2. Course Programmes Constituting the Eight Recognized Broad Fields of Study

Language and Literature

Turkish Language and Literature
Western Languages and Literatures
Eastern Languages and Literatures
Ancient Languages and Cultures
Linguistics

Mathematics and Natural Sciences

Mathematics
Physics
Chemistry
Biology
Astronomy and Space Sciences
Statistics

Health Sciences

Medicine
Biomedical Sciences
Dentistry
Pharmacy
Veterinary Sciences
Nursing
Physical Training and Rehabilitation
Hospital Administration
Health Technology
Child Care and Development

Social Sciences

Philosophy
History
Geography
Psychology
Sociology
Anthropology
Archaeology and History of Art
Theology
Economic Sciences

Applied Social Sciences

Law
Political Science and Public Administration
Management
Mass Communications and Mass Media
Education
Home Economics

Social Work
Archive Keeping

Technical Sciences
Engineering Sciences
Environmental Studies
Meteorology
Aeronautics
Aircraft
Geology
Geophysics
Mining
Hydrogeology
Geodesy and Photogrammetry
Petroleum Studies
Metallurgy
Mechanical Engineering
Marine Sciences and Shipbuilding
Nuclear Energy
Electricity-Electronics
Computer Systems
Building
Architecture
Industry
Textiles
Woodwork Industry
Food
Chemistry

Agriculture and Forestry
Agriculture
Forestry

Art
Painting
Sculpture
Performing and Visual Arts
Music
Traditional Turkish Handicrafts
Applied Arts

12.3. Addresses of the Administrative and Co-ordinating Bodies of Turkish Higher Education*

Yükseköğretim Kurulu
(Higher Education Council)
06539 Bilkent, Ankara
Tel: (4) 287 30 00, Ext. 35
Telefax: (4) 222 35 43
Telex: 42839 tcyk-tr
(It has a bureau for the recognition of the B.A., the B.Sc., the M.A., the M.Sc., and equivalent diplomas obtained from universities abroad).

Üniversitelerarası Kurul
(Interuniversity Board)
06539 Bilkent, Ankara
Tel: (4) 287 30 00, Ext. 35
Telefax: (4) 222 35 43
Telex: 42839 tcyk-tr

Öğrenci Seçme ve Yerleştirme Merkezi
(Student Selection and Placement Center)
06538 Bilkent, Ankara
Tel: (4) 287 30 40, Ext. 10
Telefax: (4) 222 25 48
(For all matters relating to university entrance examinations both for Turkish and for foreign students).

ÖSYM (Student Selection and Placement Center, Ankara Bureau)
Farabi Sokak, No: 12
06680 Kavaklıdere, Ankara
Tel: (4) 126 14 85
(For all matters concerning foreign students).

12.4. Addresses of the Turkish Universities

Akdeniz University
P.O. Box 510
Dumlupınar Bulvarı
07003 Arapsuyu - Antalya
Tel: (31) 12 11 60, 12 11 61
12 11 62, 17 64 60
17 64 61
Telefax: (31) 12 58 43

* The international telephone and telefax code for Turkey is 90. The numbers given in parentheses in the telephone and telefax numbers are the codes of the cities.

Anadolu University
Yunusemre Campus
26470 Eskişehir
Tel: (22) 15 05 81, Ext. 11
15 24 60, Ext. 5
Telefax: (22) 15 36 16
Telex: 35147 esak-tr
(Ankara office: 4-125 33 88)

Ankara University
Rectorate
06100 Tandoğan, Ankara
Tel: (4) 212 60 40
Telefax: (4) 223 63 70
Telex: 42045 ırb-tr

Atatürk University
Rectorate
25050 Erzurum
Tel: (011) 14120, 14135, Ext. 16
Telefax: (011) 17140

Bilkent University
Rectorate
06572 PK 8, Maltepe, Ankara
Tel: (4) 266 40 00, Ext. 80
Telefax: (4) 266 41 27
Telex: 44358 bku-tr

Boğaziçi University
Rectorate
80815 PK 2 Bebek - Istanbul
Tel: (1) 163 15 00, Ext. 60
Telefax: (1) 165 63 57
Telex: 26411 buon-tr

Cumhuriyet University
Rectorate
58140 Sivas
Tel: (477) 61527, Ext. 6
61521, 61554, 61555
Telefax: (477) 61513

Çukurova University
Rectorate
01330 Adana
Tel: (71) 14 50 31, 14 50 45, Ext. 15
14 78 50, 14 78 67, Ext. 17
Telefax: (71) 14 19 45
Telex: 62934 ciif-tr
62935 çutb-tr

Dicle University
Rectorate
21280 Diyarbakır
Tel: (831) 18721, Ext. 4
13581, Ext. 4
Telefax: (831) 18725

Dokuz Eylül University
Rectorate
Cumhuriyet Bulvarı, 144
35210 Alsancak, Izmir
Tel: (51) 21 55 90, Ext. 5
63 39 55, Ext. 3
Telefax: (51) 22 09 78
Telex: 52889 dbte-tr

Ege University
Rectorate
35040 Izmir
Tel: (51) 18 01 10, 18 64 00, Ext. 58
Telefax: (51) 18 28 67

Erciyes University
Rectorate
38039 Kayseri
Tel: (35) 17 49 01, Ext. 9
Telefax: (35) 17 49 31

Fırat University
Rectorate
23119 Elazığ
Tel: (811) 18826, Ext. 2
28500, Ext. 7
Telefax: (811) 22717
Telex: 64538 efut-tr

Gazi University
Rectorate
06500 Teknikokullar - Ankara
Tel: (4) 212 68 40, Ext. 10
Telefax: (4) 221 32 00
Telex: 44002 guri-tr

Gaziantep University
Rectorate
27310 Gaziantep
Tel: (85) 16 81 91, Ext. 17
Telefax: (85) 18 17 49
Telex: 69146 gaun-tr

Hacettepe University
Rectorate
06100 Ankara
Tel: (4) 310 35 45, Ext. 50
Telex: 42237 htk-tr
Telefax: (4) 310 55 52

İnönü University
Rectorate
Elâzığ Karayolu Campus
44069 Malatya
Tel: (821) 21871, Ext. 72
22508, Ext. 09
18211, Ext. 12
Telefax: (821) 18133
Telex: 66140 inon-tr

İstanbul University
Rectorate
34452 Beyazıt - Istanbul
Tel: (1) 522 42 00
Telefax: (1) 520 54 73
Telex: 22062 isur-tr

İstanbul Technical University
Rectorate
Ayazağa Campus
80680 Maslak - Istanbul
Tel: (1) 176 30 30, Ext. 50
Telefax: (1) 176 17 34
Telex: 28186 itu-tr

Karadeniz Technical University
Rectorate
61080 Trabzon
Tel: (031) 53223, Ext. 19
Telefax: (031) 53205
Telex: 83110-tr

Marmara University
Rectorate
34413 Sultanahmet - Istanbul
Tel: (1) 526 11 67, Ext. 9
Telefax: (1) 528 16 64
Telex: 31143 odfo-tr
29051 itx-tr

Mimar Sinan University
Rectorate
80040 Istanbul
Tel: (1) 145 00 00, Ext. 5
152 67 07, Ext. 3
Telefax: (1) 144 03 98
Telex: 24723 msu-tr

Ondokuz Mayıs University
Rectorate
55139 Kurupelit - Samsun
Tel: (36) 11 96 00, Ext. 38
Telefax: (36) 11 97 66

Orta Doğu Technical University
Rectorate
06531 Ankara
Tel: (4) 223 71 00
Telefax: (4) 223 30 54
Telex: 42761 odtk-tr

Selçuk University
Rectorate
42050 Konya
Tel: Campus: (33) 18 43 23, 18 43 24
18 26 65
Rectorate: (33) 11 18 82
Telefax: (33) 12 09 98

Trakya University
Rectorate
22030 Edirne
Tel: (181) 11395, 15862, 20774
Telefax: (181) 15867

Uludağ University
Rectorate
Görükle Campus
16059 Bursa
Tel: (24) 14 60 95
14 75 50, Ext. 3
Telefax: (24) 14 80 50
Telex: 32225 burn-tr

Yıldız University
Rectorate
80750 Beşiktaş - Istanbul
Tel: (1) 159 70 70, Ext. 20
Telefax: (1) 161 42 84
Telex: 26837 iyu-tr

Yüzüncü Yıl University
Rectorate
65080 Van
Tel: (061) 18374, 18375,
(0615)-1001-1002-1003
Telefax: (061) 9.0615.1009

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